

Bulletin of the Whitewater State Normal School

SERIAL NUMBER 55

# State Normal School

Opened April 26, 1868

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## Forty-ninth Annual Catalogue

JUNE, 1916





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NORMAL SCHOOL BUILDINGS—SOUTH FRONT



**Bulletin of the Whitewater State Normal School**

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## **General Catalogue**

# **State Normal School**

Opened April 26, 1868

**JUNE, 1916**

## STATE BOARD OF EDUCATION

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## BOARD OF REGENTS OF NORMAL SCHOOLS

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## CALENDAR FOR SCHOOL YEAR

1916

Registration Days, Monday and Tuesday	September 18—19
Thanksgiving Recess, Thursday and Friday	Nov. 30—Dec. 1
Holiday Vacation begins Thursday evening	December 21

1917

Classes resume Tuesday	January 2
First Semester ends	January 26
Second Semester begins	January 29
Washington's Birthday, Thursday	February 22
Easter Recess begins Thursday evening	April 5
Classes resume Tuesday	April 10
Decoration Day, Wednesday	May 30
Commencement Exercises, Thursday	June 7
Summer School begins Monday	June 11



## FACULTY

### **ALBERT HENRY YODER, President.**

State Normal School, Madison, S. D., 1888; A. B., University of Indiana, 1893; Fellow, Clark University; University of Chicago; Supt. of Schools, Madison, S. D., 1888-91; President, Vincennes University, 1896-1900; Prof. of Education, University of Washington, 1901-06; Supt. of Tacoma Schools, 1906-10; Staff, New York School of Philanthropy, 1910-12. At Whitewater, since 1912.

### **GEORGE E. BENNETT, Bookkeeping, Accounting, Com. Spanish.**

A. B., University of Wisconsin, 1912; Instructor in Accounting and Commercial Law, Dakota Wesleyan University, 1912-13; Public Accountant, Chicago, 1913-14. At Whitewater, since 1914.

### **THOMAS T. GOFF, Commercial Arithmetic.**

B. S., Oklahoma Agricultural and Mechanical College, 1900; Graduate Gem City Business College, 1903; Instructor of Commercial Arithmetic, Rapid Calculation, Bookkeeping, and Commercial Law, Gem City Business College, 1903-1915. At Whitewater, since 1915.

### **BENJAMIN B. JAMES, Psychology and Education.**

A. B., Northwestern University, 1881; A. M., 1883; Northwestern Univ. Med. School, 1881-83; Univ. of Chicago, 1899-1901. Instructor, High Schools, 1892-96; St. Cloud Normal School, 1896-99; Principal Blaine High School, Superior 1901-05; Head of Dept. of Education, James Millikin Univ., 1906-14. At Whitewater, since 1914.

### **DELOS O. KINSMAN, \*History and Social Science.**

B. L., University of Wisconsin, 1896; M. A., Butler College, 1899; Ph. D., University of Wisconsin, 1900; Fellow in Economics, University of Chicago, 1898-99; Honorary Fellow in Economics, University of Wisconsin, 1899-1900; Assistant, Wisconsin State Tax Commission, 1900-01. At Whitewater, since 1901.

### **EDWARD G. LANGE, Geography.**

Graduate, Stevens Point Normal School, 1902; Ph. B., University of Wis., 1909; Graduate Work, University of Washington, Graduate Work, University of Wisconsin; C. M., U. S. R. S.; Principal Leona; Marshfield; Tacoma High School, 1909-12. At Whitewater, since 1913.

### **DAVID R. MCGREW, English.**

A. B., Northwestern University, 1907; Teacher of English and History, Freeport, Ill., High School, 1906-07; Teacher of English, Council Bluffs, Iowa, High School, 1907-08; Teacher of English and Public Speaking, Calumet, Mich., High School, 1908-11. At Whitewater, since 1911.

### **C. R. MAXWELL, Supervisor of Training School.**

Norwich University, 1894-96; S. S. Student, Dartmouth College, 1902-03; B. S., Columbia University, 1905; A. M. Teachers College 1906; Principal High School, Waitsfield, Vt., 1898-1902; Principal Elementary School, Quincy, Ill., 1906-07; Principal High School, Quincy, Ill., 1907-12. At Whitewater, since 1913.

### **JAMES C. REED, Director of Commercial Education.**

B. L., University of Michigan, 1895; LL. B., Kansas City Law School, 1898; Graduate Student, University of Chicago, 1900-02; History and German, High School, Riverside, Calif., 1895-97; Editor of Law Books, West Publishing Co., St. Paul, 1898-1900; Commercial Branches, McKinley High School, Chicago, 1902-13. At Whitewater, since 1913.

### **G. A. SCHMIDT, Prin. School of Rural Education. Agriculture.**

B. A., University of Illinois, 1903; M. S. University of Wisconsin, 1915; Sterling, Ill., Township High School, 1903-1909; Agriculturist, 1909-1913; Dubuque, Ia., High School, 1913-1915. At Whitewater, since 1915.

### **W. E. SCHREIBER, Physical Director of Men.**

A. B., University of Wisconsin, 1904; Associate Director of Physical Education, Pratt Institute, 1904-09; Prof. Physical Education, Oklahoma Agricultural College, 1909-13. At Whitewater, since 1913.

**GEORGE C. SHUTTS, Mathematics.**

Graduate, Geneseo, N. Y., Normal School, 1877; Ph. B., Milton College; Supervising Principal, Half Moon Crescent School, 1877-78; Teacher of Mathematics, Normal School, Potsdam, 1879-88. At Whitewater, since 1888.

**WILLARD M. SMITH, English; Prin. Commercial High School.**

B. A., Lawrence College, 1909; Graduate Work at University of Chicago, 1913; Lancaster High School, 1909-1910; Township High School, Ottawa, Ill., 1911-1913; Cicero High School, Cicero, Ill., 1913-1914. At Whitewater, since 1915.

**CHAS. M. REINOEHL, School of Rural Education.**

Life Diploma, Indiana State Normal, '07; A. B., Indiana Univ., '09; A. M., '10; Graduate Student, Teachers' College, '09-10; Univ. of Chicago, '15; Supt. Consolidated Schools, Indiana, '05-08; Training Teacher, State Normal, L. A., '10-11; Principal Training School, State Normal, Jacksonville, Ala., '11-12; Psychology and Education, Highland Park Col., Des Moines, '12-Jan. '15. At Whitewater, since '15.

**ARTHUR A. UPHAM, Physics, Chemistry and Manual Training.**

Graduate, State Normal School, Westfield, Mass., 1880; S. S. Student, Univ. of Chicago, 1895; Univ. of Wisconsin, 1913-14; Teacher of Science, Hitchcock Free High School, Brimfield, Mass., 1880-84; Principal of same, 1884-88; City Supt., Whitewater, 1895-1900. At Whitewater, since 1888.

**WALTER S. WATSON, Biology.**

Graduate, State Normal School, New Britain, 1887; Ph. B., Wesleyan University, 1893; M. S., 1894; S. S. Student, Univ. of Chicago, 1895-97; Instructor of Biology, Northwestern University, 1894-95. At Whitewater, since 1895.

**CARL T. WISE, Commercial Geography, Penmanship.**

Graduate Gem City Business College, Quincy, Ill., 1904; Normal Extension Course, State Normal School, Warrensburg, Mo., 1908-09; Univ. of Wis. Summer School, 1911-14; Graduate, State Normal School, Macomb, Ill., 1913; Dir. Com'l Dept., High School, Sedalia, Mo., 1905-09; Dir. Com'l Dept., High School, Quincy, Ill., 1909-13. At Whitewater, since 1913.

**ELIZABETH ALLISON, Medical Director.**

M. D., Woman's Medical College, of Pa., 1909; Hospital Appointments: Second Assistant and Pathologist, Delaware State Hospital, 1909-10; First Assistant Physician, Jones Hospital, Wilmington, Delaware, 1900-1912. Medical director and inspector of the Normal Schools of Wisconsin since 1912.

**GRACE C. ALVORD, Assistant Librarian.**

Graduate, Whitewater Normal School, 1905; Student Library School Summer Session, Madison, 1905. At Whitewater, since 1905.

**MARGARET DE ANGUERA, Home Economics.**

Ph. B., in Education, University of Chicago, 1915. At Whitewater, since 1915.

**GRACE M. BAKER, Drawing, Manual Arts.**

Graduate, Chicago Art Institute, 1908. Instructor, Summer School, 1908; Supervisor of Art, Shawnee, Okla., 1908-10; Director of Art, Central State Normal School, Edmond, Okla., 1910-13. At Whitewater, since 1913.

**LUCY A. BAKER, Music**

Graduate, Vermont State Normal School, 1888; Potsdam Conservatory of Music, 1894. Asst. Principal, Adams School, Burlington, Vt., 1890-93. At Whitewater, since 1894.

**ANNE MORRIS BOYD, Librarian.**

A. B. With L. S., James Millikin University, 1906. Librarian, Kansas State Agricultural College, 1906-09; Children's Librarian, Decatur, Ill., Public Library, 1909-10; Librarian, James Millikin University, 1910-13. At Whitewater, since 1913.

**M. LOUISE BOLLERT, English.**

A. B., Toronto, 1900; Honor Graduate, Ontario Normal College, 1901; A. M., Toronto, 1902; A. M., Columbia University and Master's Diploma, Teachers' College, 1906; Dean and Instructor of English, Alma College, 1902-1904; Teacher of English, Curtis High School, New York, 1906-1908; Instructor Horace Mann High School and Teachers' College, and Extension Lecturer, Columbia University, 1908-1911; Dean of Women and Professor of English, Regina College, Saskatchewan, 1911-1915.

**IDA M. BURNETT, Assistant in Stenography and Typewriting.**

Graduate Pennsylvania State Normal School, 1890; Graduate, Bryant and Stratton Business School, 1902; Teacher Grammar Grades, Pittsburgh, Pa., 1890-1896; Teacher Shorthand and Typewriting, Judd Shorthand School, 1908-1912; Teacher of Shorthand, MacCormac Business College, 1912-1914. At Whitewater, since 1915.



**MAY ISABEL KAY, Critic in Intermediate Grades.**

Graduate, Oshkosh Normal School, 1902; Grade Teacher, Grand Rapids, 1897-1900; Ward School Principal, De Pere, 1900-01; Principal Lapham School, Madison, 1902-08; Student, Teachers' College Summer session, 1913. At Whitewater, since 1908.

**MARGARET METCALF, Supervisor of Model Rural School.**

Graduate, Whitewater Normal, 1905. Ph. B., University of Wisconsin, 1914; Supervising Principal, Central School, Lake Geneva, Wis., 1905-07; 1909-13. At Whitewater, since 1914.

**NELLIE McDERMOTT, Critic in Second Primary Grades.**

Graduate, Marquette Normal School, 1909; Teacher Grammar Grades, 1906-08; Supervisor of Arithmetic in the Grades, 1908-10 Escanaba, Mich.; Teacher Grammar Grades, Hibbing, Minn., 1910-14. At Whitewater, since 1914.

**GRACE R. POTTER, In Charge of Primary Course.**

Graduate, Whitewater Normal, 1896; Teacher, Primary Grades, Madison, 1896-1901; student, Teachers' College 1907-08; Teacher Summer Sessions, School of Demonstration, 1908-11; Normal State Inspector of Primary Grades, 1913-14. At Whitewater, since 1901.

**NETTIE C. SAYLES, In Charge of Grammar Course.**

Whitewater Normal School, 1898; Teacher, Lower Grades, Brooklyn, Wis., 1892-94; Teacher, Grammar Grades, Evansville, 1898-1900; Teacher, Grammar Grades, Brainerd, Minn., 1900-06; Student, Teachers' College Summer School. At Whitewater, since 1906.

**EVA K. SEYMOUR, Kindergarten.**

School of Education, University of Chicago, 1913-1914; Graduate, Gertrude House Kindergarten, 1916; Kindergarten, Lake Geneva, 1914-1915. At Whitewater, since 1916.

**JENNIE BENTLEY SHERRILL, History.**

B. L., University of Wisconsin, 1902; Teacher of History and Mathematics, Township High School, Montfort, Wis., 1902-03; Teacher of History, South Belvidere High School, 1903-06; Asst. to Dean of Women, Univ. of Wis., 1914-15. At Whitewater, since 1906.

**INEZ A. SLATER, Stenography and Typewriting.**

Graduate, Pontiac Business College, 1907; A. B., University of Michigan, 1912; Gregg Summer School, 1914; Teacher Latin and German in High School, Orion, Mich., 1909-10; Teacher, Commercial Branches in High School, East St. Louis, Mo., 1912-14. At Whitewater, since 1914.

**CHRISTINE A. THOENE, Asst. Grammar Critic.**

B. A. Iowa State Teachers' College, 1911; Critic in Training, Iowa State Teachers' College, 1909-11; Critic, Intermediate Department, Oshkosh Normal School, 1911-13. At Whitewater, since February, 1915.

**ELIZABETH BREWSTER WINSLOW, Acting Phy'l Dir. of Women.**

Graduate, Whitewater Normal School, 1913; New Haven Normal School of Physical Education, 1915; Assistant Physical Director of Women, Whitewater, Summer Session, 1913; Physical Director, Summer Sessions, 1914 and 1915; Teacher of Physical Training, Public Schools of New Haven, 1915. At Whitewater, since 1916.

**CHARLOTTE ROBERTSON WOOD, German.**

A. B., Lawrence, 1901; Teacher of Latin and German, Sturgeon Bay High School, 1901-06; Whitewater High School, 1906-08; Menomonie High School, 1908-09. At Whitewater, since 1909.

**EDITH CLARKE WOOD, Critic in First Primary Grades.**

Graduate, School of Education, University of Chicago, 1909; Supervisor, Public Playgrounds, South Chicago, 1909-10; Primary Teacher, Decatur, Ill., 1910-14. At Whitewater, since 1914.

**LILLIAN C. NEIPERT, Clerk.****THEODORA M. GERTH, Stenographer.**

\*Resigned June, 1916.

### General Information.

The Whitewater State Normal School was established in 1866 and opened April 26, 1868. Since that date more than 2200 students have graduated from the school. The quality of the teaching service rendered by these graduates has more than compensated the state of Wisconsin for the cost of their education. But Wisconsin is not the only state that is benefited by their influence and service. Whitewater graduates are holding important positions in many parts of the United States, and some have gone into educational work in foreign countries.

Whitewater, the normal school town nearest the capital, is located in the southeastern part of the state. It is 46 miles south and east of Madison on the Prairie du Chien division of the Chicago, Milwaukee & St. Paul Railway, 13 miles from Milton Junction on the Chicago & Northwestern, and 51 miles west of Milwaukee.

Whitewater is one of the most beautiful and healthful towns in the central west. It is a residence place, hence an ideal school town. Nearby are many famous resort lakes, notably Lauderdale and Geneva, and the Kettle range bluffs.

The State Normal School is located in the west part of the town, upon a campus unsurpassed in attractiveness. The original campus is a tract of ten acres and contains the most important collection of native and transplanted trees and shrubs in the state—a valuable arboretum. Immediately adjoining, is the athletic field containing about seven acres.

Walworth County has an unusual number and variety of educational institutions, ranking close in this respect to the counties of Milwaukee and Dane. There are two state institutions in the county, the State School for the Deaf at Delavan and the State Normal School at Whitewater. It is the seat of one of the important units of the University of Chicago, the Yerkes Astronomical Observatory, located at Williams Bay. The summer sessions of the Association College of Chicago are held on the Lake Geneva Conference grounds. Here each year are gathered during the months of June, July, August, and September, the secretaries, physical directors, and other officers of the Y. M. C. A. of the North Central States; also the college conference of the Y. W. C. A. is held here. The Lake Geneva Conference is the oldest of the six national Christian Association Conferences, having been established in 1886. The Highland Military Academy of Illinois holds its summer sessions on the south shores of this beautiful lake.

At Whitewater is located the Morris Pratt Institute, the first permanent, endowed institution of learning under the auspices of spiritualism.

The Whitewater State Normal School includes three separate divisions.

1. The Normal School offering the primary course, the grammar course, the principal's course, and the course for high school teachers; also the elementary training school.

2. The Commercial Normal School offering the general commercial course, the accounting course, the shorthand course, and the business course; also the commercial training high school.



3. The School of Rural Education offering a one year professional course, a two year course for non-high school students, and a two year special rural course for high school graduates; also the model rural school.

### BUILDINGS.

The institution is housed in three buildings. The original building constructed in 1867, being the oldest normal school building in the state, has received several additions: the east wing, the gymnasium wing, and the front of what is now the main building. In this building are the general offices of the school, the assembly hall, all of the laboratories, most of the classrooms, the girls' gymnasium, and the commercial school. In the east wing are housed the commercial high school and the school of rural education. The girls' gymnasium, shower room and locker rooms are in one wing. The training school building, adjoining the main building on the west, was constructed in 1909, and is modern in construction. It houses the departments of the elementary training school, the departments of household economics and manual training, and the reference library.

The men's gymnasium, constructed during the past year, is a brick and stone structure of modern design. It contains a swimming pool, locker rooms, a shower room, a departmental office, classrooms, and a standard gymnasium floor.

On the back campus is a small building of unique interest. It is a log cabin, for many years the pioneer home of a prominent family, which was moved to the campus and rebuilt, and is used as a small historical museum.

### FINANCES.

The school is supported by appropriations made by the legislature of the state and by the income from the normal fund. During the school fiscal year beginning July 1, 1915, the school received for ordinary capital, maintenance and operation \$87,465. Of the above amount \$56,695 was expended for administration and instruction. In addition to this \$50,000.00 was expended for the construction and equipment of a men's gymnasium.

The value of the grounds, buildings, and equipment, as per inventory, is \$269,771.00.

### EXPENSES.

The cost of a year's schooling depends upon the location of the school and the economy of the student. Fortunately, Whitewater is a relatively inexpensive place in which to live. Board can be had in student co-operative clubs. Experience has shown that the cost per week in the young women's clubs is \$2.40. In the young men's club the cost is \$3.00. Board in private homes can be obtained for \$3.00 to \$4.00 per week. Rooms cost from \$1.00 to \$3.00 per week. Accommodations vary according to price. The popular price is \$2.50 per week for two students in the same room. Self boarding privileges are available. Personal expenses naturally depend upon the judgment of the student. In Whitewater they should not be high.

The regents require each student who signs a declaration of inten-

tion to teach to pay a fee of \$5.00 each semester, or half year. The student who takes a non-professional course must pay \$14.00 each semester. All students are required to purchase an athletic ticket at \$2.00, and a debate-oratory-social ticket at \$1.00 per year, or a total of \$13.00 per year for regular students, and \$31.00 per year for special students. In addition there are fees, approximately \$2.00 per semester, required in physics, chemistry, manual training, domestic science, and craft.

The cost of a year's schooling will vary, therefore, from \$125.00 to \$350.00.

Each year a number of students aid themselves by working after school and on Saturdays. There is always opportunity for those who are capable and care to work. We do not advise students, however, to attempt to carry full work in school and earn a part or all of their expenses at the same time. It is better to give full time to the school work. Seniors, upon faculty endorsement, may borrow money from the Alumni Loan Fund.

### WHICH SCHOOL TO ATTEND.

This depends upon the course the student wishes to take, the distance of the school from home, the reputation of the institution, and the cost of a year's schooling. With the average student the item of expense is all important, though he should not allow this to deter him from taking the course he really desires. Success depends largely upon the right kind of training, and for this reason he should insist upon the course which he believes is best for him. It is better to wait a year or two than to change well laid plans.

The high school graduate, planning to attend a higher institution of learning, has a wide choice of schools in Wisconsin, as well as numerous ones outside of the state. Where shall he go? In these days of standardized schools it is safe to go to any reputable institution. Be certain, however, that it offers the course you wish and has the reputation of being the best school in the field you are choosing. The Whitewater Normal School invites you to register here. The school has been in session for more than 48 years, its graduates hold good positions and are in demand. It is beautifully located. It has a special school for the training of teachers of commercial subjects, the leading school of its kind in the country. It has excellent facilities for athletics and the teams have made good records.

Again, the problem of means. If the student has a limited amount of money available, or if, as is more often the case, he must earn a part or all of the expenses of his further education, he must face this question. If he enters upon a four year college course, it will require a large outlay of money even with careful management, and he will naturally hesitate to borrow such a large amount and for such a long period. He will then consider some plan for financing his education. It is not easy to earn money while making a record in school. He must realize also that only the members of the two upper classes, familiar with the opportunities of the college town, can hope to earn money to meet even a part of the expense. Here is the solution: Enter the State Normal School



at Whitewater and take the two year course for the training of teachers. The cost of these two years of schooling will not exceed the cost of a year in the average college or university. At the end of two years he will have enough training to secure a teaching position with a good salary. Young women get from \$50.00 to \$75.00 per month, and young men get from \$60.00 to \$100.00 per month, such positions depending upon the course taken, age, industry, and efficiency of the teacher. After teaching a few years and attending summer schools in the institution of his choice, the young person can afford a year in which to complete the college course. The normal school gives excellent training, the expense is low, the opportunity for a teaching position is practically certain, the work is credited in the best colleges. For a young person of small means, it is the only certain way; for all students it is the best way.

#### WHITEWATER HAS LARGEST INCREASE.

The State Board of Education issued a statement of the attendance in the Wisconsin normal schools at the end of the first quarter of this and the two previous years. The report shows an increase in the total enrollment for all the schools from 3509 to 4403, or 25.5 per cent. The increase at the Whitewater Normal School is 61 per cent in two years—the largest increase in the state. The following table indicates the rapid growth of the past two years. Much of the increase is due to the development of the commercial school.

	1914	1915	1916
Number of counties represented	29	41	48
Number of young men enrolled	83	113	124
Number of young women enrolled	228	293	342
	<hr/>	<hr/>	<hr/>
Total enrollment	311	406	466

A gain in yearly enrollment of 50% in two years.

#### PUBLICATIONS.

The "Royal Purple" is a weekly paper devoted to the interests of the school as a whole. Twice a year, under the direction of a committee of the faculty, the editor-in-chief is selected from the student body by means of a simple competitive examination. This is open to all, both men and women, and the winner may gain a semester's credit in English by editing a satisfactory paper. Although experience is not required, students who have done journalistic work on a high school or city newspaper are more likely to win the editorship.

The "Minneiska" is the students' year book. The board and staff are chosen by the senior class. Members of the faculty committee advise and assist wherever possible, but the plans and work really rest with the students.

The Normal Handbook is issued in August of each year by the Y. W. C. A. It contains a wealth of school data not found elsewhere—officers of all the student organizations, a list of the important social functions of the year, rules for student government, a list of the student boarding clubs, map of Whitewater, etc. To be obtained only by application to the office.

Every year the office publishes a few bulletins, consisting of the regular and social catalogs and occasionally a helpful pamphlet prepared by some department. The following are ready or in press:

Selected Stories for Primary Grades, Miss Boyd and Miss Potter.

Alumni Register, 1916.

The Course of Study of the Whitewater Training School.

### **Equipment.**

The equipment of the school is adequate for its purpose. The laboratories for physics, chemistry, botany, bacteriology, geography, and agriculture are provided with sufficient equipment to meet the needs of the courses offered. The main assembly room has a 1916 D. motiograph in a permanent booth; this is used for both slides and films. There is a science museum and a commercial museum for teaching purposes. The music department has nine pianos; the equipment for home economics, manual training and craft is fairly complete, although no specialization in these subjects is offered.

### **THE TRAINING SCHOOL.**

#### **Function.**

The training school exists for the purpose of giving to the students in the normal school an opportunity to come into direct contact with actual schoolroom conditions. It is the most important feature in a modern normal school. Its needs should determine the character of instruction in every subject, as it is the department of the normal school that makes real and vital the problems of teaching. The student may be able to discuss intelligently the principles of instruction, but we cannot be sure that his ideas will function in the right way unless we are able to see him in action. When a student takes charge of a class a condition confronts him that he has not met before; namely, he is now responsible for the work that the children are doing in the class which he teaches. The response that the student makes to this situation furnishes the best standard which the institution can use in judging of his fitness to be a teacher.

The training school serves in the first place as a model school where students have an opportunity to observe skillful and experienced teachers, who have at their command facilities which are necessary for the best type of school instruction. An ideal is presented that is possible of attainment by adequately trained, conscientious, enthusiastic teachers of good intellectual ability. In the second place, the training school furnishes an opportunity for students to secure experience in the technique of class instruction. It is of great assistance to teachers to have an opportunity to teach under the direct guidance of expert supervisors before entering upon the work in a school system. The endeavor is made to have practice teaching conducted under conditions that will familiarize the student with the situation that one finds in a good public school.

#### **Location.**

The elementary department of the training school is located in the west wing of the normal school building. It is a modern building of



fireproof construction. In the basement are located the manual training shop and home economics rooms. The primary department occupies the first floor, and the grammar department occupies the second floor. There are two assembly and four classrooms in each of these departments. The high school department is located on the first floor in the north wing of the building. It has an assembly and three classrooms devoted to its exclusive use, and classrooms in the normal department are used for additional recitation rooms in this department.

#### **Organization.**

The training school is organized into two departments, the high school and the elementary school. The high school is organized on the four year basis, and it enables students who are preparing to teach both the commercial and academic subjects in high schools to have an opportunity to practice in the subjects they plan to teach. The four lower grades and the kindergarten constitute the primary department and the four higher grades the grammar department.

The teaching force consists of eight critic teachers and a supervisor. The supervising critic and three assistants have charge of the primary department. Three critics devote their time to the grammar department, and the high school is in charge of a principal. The faculty of the commercial school assists in the supervision of the teaching of the commercial subjects in the high school. In addition, seven teachers of special subjects; namely, music, drawing, manual training, home economics, penmanship, and two in physical education teach and supervise classes.

#### **Subjects Prerequisite to Practice Teaching.**

The students in the junior class are required to take a course in the theory of teaching during the first semester and a course in observation during the second semester. This latter course is given by the supervisor of the training school in order that a close relation will exist between the professional work and practice teaching. The class observes many typical lessons taught by supervisors, critics, and student teachers. The aim is to show the students the application of pedagogical principles. Methods of teaching are discussed and demonstrations are given. In this way the students are made to appreciate the problems that will confront them when teaching a class in the training school. Psychology is preliminary or parallel to practice teaching, thus enabling the students to see the implication of psychological principles. Methods courses in at least three subjects are also required in the junior year. The practice assignments are made only in the subjects in which the students have taken courses in the normal department. An endeavor is made to relate the material in these courses to the work that is being done in the training school.

#### **Time Devoted to Practice Teaching.**

Each student is required to teach at least one semester in his senior year. Should it be deemed advisable, a student may be required to teach another quarter. The opportunity is given to the student in most courses to take an additional quarter of practice, as an elective subject, should he

desire it. The plan in the elementary school is to have students take charge of two classes each quarter, thus making it necessary for the student to have had experience in teaching four subjects, and in some instances six. In the high school department, owing to the greater length of the period, the student teaches but one subject each quarter. Students are required to limit their practice to the department in which they are registered, unless granted special permission; that is, students taking the primary course are required to practice in the primary department in the training school, and students preparing to teach in high school practice in the high school department.

### REFERENCE LIBRARY

The reference library, located on the third floor of the training school, contains 13500 bound volumes, 9000 pamphlets, 7500 mounted pictures, and several thousand clippings. These have been carefully classified, catalogued, and made readily accessible to all. Over 100 of the leading educational, technical, and popular magazines are received regularly, and a dozen daily and weekly newspapers.

The library contains several special collections of books. The Red-Star library, for the use of the children in the training school, contains about 1200 juvenile books. There are over 2000 carefully selected books on psychology and pedagogy, and a special collection of some 350 books on commercial subjects for the use of the new commercial department. An attempt is being made to develop a model business library in connection with this department, to contain not only books, but all materials; such as, newspaper clippings, pamphlets, advertising mediums, etc. that contribute to the efficient management of modern business.

The library is the general laboratory for all work of the school, and every means is taken to encourage its use, to acquaint students with its resources, and to make it of most help in the preparation of school work. All users have free access to the shelves, and are permitted to borrow as many books, pamphlets, clippings, or pictures as are needed for school use. Only such restrictions are placed as are necessary to give all users an equal opportunity, and to provide for the proper care of books. The library staff is ever ready to give assistance to all who use the library.

### TEXTBOOK LIBRARY

A textbook library of about 15,000 volumes is maintained by the school. All necessary textbooks, including academic dictionaries and geography atlases, are furnished for a small rental which is included in the incidental fee. Notebooks, penmanship paper, drawing materials, bookkeeping supplies, etc. must be furnished by the students. The school supplies the test paper and ink.

### FACILITIES FOR ATHLETICS.

The Whitewater Normal School is a member of the Wisconsin Normal School Athletic Conference and maintains teams in all of the branches of athletics under the Conference supervision, as well as inter-class athletics. Regular schedules of games with all of the other normal schools and the colleges of the state are arranged and played in each



sport. The Normal Conference awards a championship in football, basketball, and track, and will do the same in baseball this year.

The completion of the gymnasium and Hamilton Field gives Whitewater the finest equipment in the state for athletic and physical training work. The gymnasium is thoroughly equipped with locker rooms, showers, and a swimming pool in the basement floor, with basketball court 48x86 ft., on the main floor and seating capacity for at least 1200 people. Every modern piece of apparatus will be found on the gymnasium floor.

For track work there is provided a regulation quarter mile cinder track of the very latest construction with extended straightaway for hurdles and sprints. In front of the stand are the jumping pits and standards. The field is supplied with hurdles, weights, and other necessary paraphernalia for track and field work.

Inside of the track is located the football field. This is entirely of turf and drained by special sets of tiling. The playing field is raised slightly to give quick drainage. This field is used for football only. North of this is the baseball diamond constructed on the plan of those in the big leagues, with grass infield and skinned baselines. This diamond is thoroughly drained by tiling.

The concrete grand stand has a seating capacity for 1000 persons. This lies against the hill on the west side of the field, and from the top one may go directly into the dressing rooms of the gymnasium. This stand is so constructed that it can be enlarged from time to time.

Courses in the physical education department are found on pages 44-47.

Athletics are supported by the student body. Every student must purchase an athletic ticket at the time of enrollment, and this ticket will admit the holder to all contests for the year that are directly under the control of the Whitewater Normal School. This includes football, baseball, basketball, track, and tennis meets.

The Athletic Association guarantees at least 15 contests, and where possible others will be added without cost to the student. The price of these tickets is \$2.00 and is authorized by the Board of Regents. The ticket must be paid for when a student enrolls. The tickets are non-transferable and the student is protected against loss. They are also good for all contests in which the school takes part on the fields of other normal schools. A student leaving school at the end of the first semester may have the ticket redeemed for one-half its face value.

#### ORATORY AND DEBATE.

This school believes in giving an opportunity for development in oratory and debate. With this end in view, the following organizations are actively at work: The Burke Debating Club for young women and Salisbury Debating Club for young men; and the Junior Oratorical and Public Speaking Club for both young women and men. All members of these organizations are members of the Oratorical Association, which has charge of all local contests. Working with these organizations is the Forensic Board, consisting of three faculty members, one student each from the Girls Organization and the Normal Brotherhood.

This school is a member of the Inter-State Oratorical Association. Each year two local oratorical contests are held, one in January and one in June. The June contest is worked out with the idea of developing candidates for the January contest at which a speaker is chosen to represent the school in the inter-normal contest. In addition, dual debates are held with Milwaukee Normal, Platteville Normal and Beloit College sophomores. At present a plan is in the process of development which, it is hoped, will lead to the organization of all the normal schools in the southern division into a debate league. On page 38 may be found outlines of courses offered each year in debate and oratory. These courses are regular credited courses in the English department. In addition, any student representing the school in any inter-normal oratorical or forensic contest will be given a half semester credit in English.

Each year the school presents medals to the winners of both local oratorical contests and also to all who take part in any inter-normal debate.

In the year 1916-17, Wisconsin elects the president of the Inter-State Oratorical Association. That honor comes to Whitewater this year, and Mr. John Larkin has been elected to that position and will preside at the annual contest to be held in Emporia, Kansas.

By a resolution of the Board of Regents, each student is required to pay a fee of \$1.00 for which he will be given a ticket admitting him to all debates and oratorical contests as well as to other school functions.

### **Student Activities.**

#### **THE GIRLS' ORGANIZATION.**

The membership of this society includes every girl registered in any department of the normal, except the training school. This membership basis makes the organization a strong democratic and unifying force in the life of the school. Its object is to afford opportunity for training girls along the line of executive and committee work, to afford the machinery for carrying on many of the extra-curricular activities of the school, and to create and foster good school spirit and ideals of true womanliness.

The work of the organization is carried on by a board of ten members, representing the different departments and classes, and by committees similarly made up.

During the past year the organization has been responsible for the maintenance of the social rest room, for the get-acquainted picnic, the fancy dress Hallowe'en party, for teas, matinee and quarterly dances, and for assemblies at which women from Whitewater and from nearby towns have spoken on topics of general interest to the girls of the school.

#### **THE NORMAL BROTHERHOOD**

The active membership of the Normal Brotherhood is composed of all men students in every department, except the training school; all faculty men are honorary members.

The purpose of the organization is to create a spirit of cooperation among the young men, both for social and school work. The faculty is willing to place in the hands of the students the right to adjust their problems for themselves, if such adjustment is under the supervision of



the faculty advisers. A tentative constitution has been adopted, providing for a very democratic government. This constitution provides for a general assembly including the faculty advisers, cabinet, and the several committees to carry on the administrative work.

Although the organization has been in existence only since the fall of 1915, it is to be hoped that the experiment proves successful. So far some attempt has been made to cooperate with the Girls' Organization for undertaking all school activities. The organization furnishes excellent opportunities to some young men to obtain administrative training.

The Girls' Organization and the Normal Brotherhood are responsible for the student programs given every two weeks at assembly, and they cooperate in work for the general welfare of the student bodies.

### RELIGIOUS SOCIETIES

The first student Young Women's Christian Association in Wisconsin was organized at Whitewater in 1889, and the membership of this pioneer association is at present a large one. The work of the society is directed by a cabinet of nine girls who are at the head of its committee organization. The Association is responsible for the information booth during the registration days, for the first reception to new students, for the leadership of the first go-to-church Sunday, and for the organization of Bible-study classes and social service work. This school is fortunate in being so near the National Student Conference for the Middle West, held every summer at Lake Geneva, thus making it possible to send a good delegation.

The Catholic Girls' Society joins with the Young Women's Christian Association in promoting Christian ideas and good fellowship among the girls. All the Catholic girls of the school are included in this society. Both of these societies influence greatly student life and thought by means of regular weekly meetings for study and discussion, frequent addresses given by faculty members, local and out of town speakers, which they secure for the school, and by their cordial co-operation with the churches of the town.

### SCHOOL LIFE.

One of the most pleasing characteristics of this normal school is the excellent social spirit which permeates the institution. From the rather formal, though not formidable, faculty reception to the students through the all-school Hallowe'en and Washington's birthday parties, the occasional matinee and evening dances, the interchange of class and club parties, and the girls' teas to the altogether informal picnics a few miles out in the country or, perhaps best of all, the suppers around the big-mouthed fireplace in our own log cabin, all afford good times in a wholesome atmosphere of splendid good-fellowship. Fortunately factions and exclusive cliques are practically unknown; in fact, a family feeling among the students as a whole is quite conspicuous and, of course, far stronger than it could be in a larger school. From four to five every afternoon the assembly room is a place for relaxation instead of work, and this welcome social hour always finds many groups engaged in informal conversa-

tion as in a home. In accordance with the idea that the school should be a social center, the Whitewater Normal offers every encouragement to the feeling that school days are the time of friendships, that jollity adds spice to life, and that happiness acts as the best stimulant.

The promotion of social activities is a minor consideration compared with the more profitable enjoyment given to the student by and through the successful accomplishment of the serious duties connected with the school work. Though the library is devoted exclusively to quiet reading and study, the student derives as much genuine happiness from the library work as from the social activities. The spirit of the classroom, too, is one of lively interest and keen, though friendly, rivalry of wit and wisdom. Even the laboratories offer their own kind of satisfaction in the application of acquired knowledge or the discovery of truth. Beyond all these, however, the highest pleasure of the student comes from the encouragement given to the advancement of the real student spirit which finds its chief delight in additional knowledge that results in greater power.

### SOCIETIES.

Various organizations are maintained in this school for the purpose of developing the social qualities and the executive ability of the students. Every member of the school is encouraged to belong to at least one organization; but, for obvious reasons, no student may, without special permission of the faculty, belong to more than one organization which meets once a week on a school night. The largest and perhaps the most potent societies are the Girls' Organization, of which every young woman in school is a member and the Normal Brotherhood of which every young man is a member.

Two literary societies for young women, Aureola and Philomathia, offer opportunities for the development of special talents along musical and literary lines, for practice in public speaking, for training in parliamentary law, and for social intercourse in congenial groups. Weekly meetings are held, and occasionally a short play or program is presented in public.

The Athletic Association performs the usual duties of such an organization. Under its auspices a track meet is held, to which neighboring high schools are invited to send teams. This association also awards the official "W's" for excellence in sports.

The Girls' Athletic Association, organized this year, is designed to stimulate an interest in appropriate forms of athletics among the young women, to organize class and special teams, and to award the girls "W."

The Oratorical Association has charge of all contests in public speaking and awards the official medals for excellence in such contests. Last year the association acted as host to about five hundred students at the time of the State Inter-normal Oratorical Contest.

The musical organizations of the school include a glee club composed of both men and women, a treble clef club of women only, a uniformed band, and an orchestra. Membership in these organizations is open to all students who have had sufficient musical experience to be equal to the



music attempted. The constituency of each is determined by the conductor in charge of the respective organizations. Weekly rehearsals of an hour are held. These groups furnish music for various public events and give one big concert each year.

Merely to name the other clubs is almost sufficient. The Sprach und Spielverein gives added interest to the work in German by offering opportunities for a more extensive knowledge of Germany and the Germans and particularly for spontaneous expression in the foreign tongue; the Story Tellers' League, which is affiliated with the National Story Tellers' League, aims to develop the power of oral expression, to encourage the art of story telling, and to acquaint its members with the best stories in literature. These clubs meet only once in two weeks, so membership in one does not debar one from membership in another.

The Salisbury Debating Club, for young men, the Burke Debating Club, for young women, the Junior Public Speaking and Debating League are enjoying their first year of life. Their success is attested by the fact that their members have engaged in three inter-school debates.

### COMMENCEMENT PAGEANT.

For a number of years, one of the most enjoyable features of commencement week has been the campus procession, represented by the entire student body, and the enactment of a simple pageant in the beautiful natural amphitheatre on the east campus. Last spring this popular out-of-door performance was called "The Court of the Royal Purple," and consisted of a series of entertainments given before the king and queen of the Royal Purple Court. There were dances by the lovely ladies in waiting, drills by the royal guards, and finally a fairy pageant, "The Midsummer Dream of Little Boy Blue," in which the little children of the Training School took part.

Of more than passing interest is the pageant which will be given this year. The city of Whitewater, through the Federation of Women's Clubs and the public schools, will join hands with the normal school, and together they will participate in a real community festival commemorating the three hundredth anniversary of Shakespeare's death. This pageant, because of the richness of the field, the universal appeal of the theme, and the large number of people that are to take part in it, gives promise of being the most beautiful and spectacular performance that has ever been given on the Normal campus. Coming at the close of the day, it will indeed be a fitting climax in the dedication of the new gymnasium and athletic field.

### Admission Requirements.

**Notice:** Students selecting the courses in this section of the catalogue are not allowed to elect courses for the training of commercial teachers. Penmanship, however, is open to all students. Only by taking enough work in the commercial high school to meet the requirements for entrance to the commercial school can students in other courses, or graduates of the regular course, enroll for commercial work.

The Whitewater State Normal School is an integral part of the Wisconsin school system. For this reason graduates of the four year high schools of the state are admitted to all courses without examinations upon the presentation of a certificate of graduation from an accredited high school, signed by the principal. It is advisable to have this blank prepared and sent to the normal school in June. Prospective students should write to the normal school for blank certificates.

High school graduates who have not had, in the junior or senior year of their high school course, at least twelve weeks in

Geography  
Arithmetic

United States History  
Grammar

shall take an examination in each within the first quarter of their attendance. In case of failure in the examination, the student must take the subject or subjects in addition to the required work of his course. This requirement is made in order to insure a thorough knowledge of these fundamental subjects. Nine weeks' review courses, in the above subjects, are available for those who cannot meet the above requirements upon entrance. No normal school credit, toward graduation, however, is given for such courses taken here.

High school graduates who have had the above subjects in the junior or senior year of their high school course will be excused from further academic work in arithmetic, geography, grammar and United States history. Such students are required, however, to take the 18 week courses in the methods of these subjects.

Candidates with not less than four years of successful teaching experience, having taught for not less than two years upon a first grade county certificate, are admitted to the junior class upon the same basis as high school graduates.

Candidates for admission to the normal school must be examined by competent physicians, appointed by the Board of Regents, or bring a certificate of good health from a home physician. Such examination excludes from the normal school candidates suffering from active goitre, valvular heart trouble, tuberculosis in any form, excessive limping gait, extreme spinal deformity, epilepsy, paralysis, or convulsions.

Prospective students who are not qualified to enter the junior year will find conditions for admission on pages 81 and 84.

For admission to the commercial course, see page 52.

#### **Admission With Advanced Standing.**

A student in good standing in one school may be admitted with full credit to another school of the Wisconsin Normal School system. A student from a normal school outside of the state will be given full credit on the basis of the Wisconsin standard.

Graduates of the one year professional course at Whitewater, or graduates of the teachers' training course, when it is a fifth year of an accredited high school, or graduates of a Wisconsin county training school, previously graduated from an accredited high school, will be given one full year of credit on the two year rural school course. Stu-



dents with the credentials mentioned above whose standing shows strong work in the year of professional study, and whose work in the normal school is of the same character, may be given three-fourths of a year of credit on the regular courses; thus enabling the student to complete the course in one year and one summer quarter. If the student's work is not of excellent quality it will be necessary to take a longer time to finish a course.

#### **Advanced Standings for Normal Graduates Entering College.**

Students frequently ask for information concerning the amount of credit which a graduate of a particular course at Whitewater will receive when applying for entrance to a college or university. The amount of such credit naturally varies, depending upon the student's scholarship, the normal course taken, and the college to be entered. Wisconsin institutions have rather definite rules governing entrance. In case of colleges outside of the state the matter is largely one of special adjustment. It is advisable for the student to think of college requirements when selecting the subjects of the high school course. Foreign language is a universal college requirement; such studies should be begun in the high school and four years of foreign language should be included. Whitewater offers but two foreign languages, five years of German and two of Spanish. It is not possible to get more than two years of foreign language during the normal course, unless additional time is allowed.

**University of Wisconsin Credit:** The University of Wisconsin requires for graduation four years of work or 120 credits. The exact amount of university credit granted to a normal school graduate is determined by (1) the amount of foreign language taken in the high school course and (2) the composition of the normal school course. To graduate with the degree of Ph. B., a normal graduate must have had at least two years of foreign language and must include in his university schedule a continuous study of one foreign language for two years, sufficient elective work, and complete a major in some department. This course is planned for those who intend to teach. In order to complete a course for the A. B. degree, a normal graduate must offer two years of foreign language from his high school course, two years of foreign language from his normal school and meet the two year language requirement in the University. He must earn 60 university credits including a major subject varying from 20 to 40 credits. Normal graduates who absolve the above requirements will be credited with 60 units and given full junior rank. Graduates with less than the above amount of foreign language will be required to do additional work and cannot usually complete the course in two years.

**Beloit College Credit:** The preparatory (high school) course must include four years of foreign language, or its equivalent, two years in a high school and an additional two years of foreign language in the normal school, and meet all other Beloit requirements for entrance. The electives in the normal school should be taken from studies similar to those offered in the first two years at Beloit. The student must include at least an eighteen hours major and a twelve hours minor and accumulate

a total of 120 hours credit. College course graduates will be given full junior standing. Graduates from our courses for principals and high school teachers will receive a maximum of 56 hours. Graduates of other courses will be given credit according to individual merit.

A unit of work is the amount done to satisfy the school's requirement in a regular subject reciting five times a week for a period of 18 weeks, or a semester. All students are required to carry four units of work each semester, and the equivalent of one-half unit in physical education each year. In order to complete a two year course a student must earn 17 units, or 85 credits. A record of the student's work is made in terms of credits. The satisfactory study of a subject for one period (50 minutes) per week for 18 weeks entitles a student to one hour of credit. The satisfactory completion of a five hour 18-week subject (one unit) gives a student five hours of credit.

A student's standing in a subject is determined by his daily work and the results of not less than three nor more than five written tests. Whenever a student's work is unsatisfactory for any reason, the instructor will issue a written notice requiring a conference. This is a warning notice and does not indicate a failure. The second notice about the same subject is evidence of a probable failure, and the student may be failed without further formality. Without such notice the student may assume that his work is satisfactory.

Five degrees of efficiency are used:

- 95% to 100% is marked I.
- 90% to 94% is marked I minus.
- 85% to 89% is marked II.
- 80% to 84% is marked II minus
- 75% to 79% is marked III.
- Below 75% is marked F., failure.

In order to state mathematically the value of standards or grades, the faculty has made use of a plan called the credit point system. By this method a standing of I., is rated 5 points, I —, 4 points; II, 3 points; II —, 2 points; and III., is given 1 point. Practice teaching is rated double. Thus a student with two years of credit all of a grade of II., would be rated 18 points, while a student with the same amount of work, 17 units, all of a grade of I., would be rated 54 points. The rating of the average student would be between 18 and 54 points. Standings will be given once each quarter for students whose work is unsatisfactory or excellent. Any student earning fewer than six points in a quarter will go to a third study basis automatically. While any student earning fifteen or more points may apply for a fifth subject.

The student who carries less than 10 hours of successful work will not be allowed to register for the following semester unless permitted by the faculty for a good reason. To be eligible to represent the school in debate, oratory, or athletics, a student must be in good standing and carry not less than 15 hours of work. No student shall carry more than 20 hours per week (25 hours per week in commercial course) without the consent of the president or the committee on student work. All seniors are required to obtain a standing of 90% in spelling.



The school year is divided into two semesters of 18 weeks each and a summer term of 9 weeks, or half semester. A year of work is 36 weeks, whether done in two consecutive semesters, or in a semester and two summer terms.

The recitation periods are 50 minutes in length with five-minute intermissions. The school day is divided into seven periods and assembly as follows:

1st hr.	8:00 to 8:50	4th hr.	11:10 to 12:00
2nd hr.	8:55 to 9:45	5th hr.	1:30 to 2:20
Assembly	9:50 to 10:15	6th hr.	2:25 to 3:15
3rd hr.	10:20 to 11:05	7th hr.	3:20 to 4:10

Library hours: 8:00 a. m. to 6:00 p. m.

**Additional Subject Privilege.** Two classes of students apply for the privilege of taking additional subjects; the ambitious, capable student, who believes he can do extra work, and the student who has failed in some subject and wishes to make up the loss. The latter class are seldom allowed to attempt extra work, for obvious reasons. The first class mentioned may be granted the privilege of taking a fifth subject in the regular courses, or six subjects in the commercial courses, upon the following condition. The student must make written application to the Student Work Committee, naming the regular required subjects selected and the additional subject desired with the reason for wishing the privilege. The application is passed upon by the committee, by the person in charge of the course in which the student is registered, and by one of the instructors in physical education. If the petition is granted, a record of it is made in the President's office. If at any time the work of the student falls below passing, i. e., if he receives a poor work card, he must drop the extra subject. He is not allowed to drop a regular subject and carry the extra subject. Credit for extra work will not be recorded in the office if these provisions are not fully met.

The faculty has the authority to advise incompetent and unsatisfactory students to withdraw from the school or to dismiss such students when necessary. (By-Laws, Art. IX., Section 4.)

#### Policy of the School.

The policy of our educational institutions in the past has been to furnish to all students a general training. It was hoped that the training which students received in such courses would function in any walk of life. The fallacy of this position has been recognized, but the tendency to depart from custom and convention in educational practice has been of slow growth. In our normal schools we have found in the same classes students who were preparing themselves for teaching in all grades of the elementary school, students who were looking forward to teaching in high schools and to securing positions as principals, and even students who were taking a college course. Our normal schools in this state are now in a position to make such a differentiation of courses as will enable students to prepare for specific service. The administrative officers in the public schools ask for teachers who are competent to teach in certain grades. They realize that a primary teacher has an outlook quite different from that of a high school teacher. They appreciate that teaching in the grammar grades presents its own peculiar problems both in subject matter and method. Owing to the nature of the training they have received, teachers have not been conscious of this difference. Consequently we find

many teachers not prepared for the work they are endeavoring to do. The aim in the following courses is to differentiate and present subject matter that will be adapted to the need of the different groups of students. Students who hope eventually to graduate from some college, professional school or university and who wish to study a foreign language are allowed to take German as an elective if they conform to the rule governing additional study privileges, see page 21.

### Primary Course.

The primary course is outlined to furnish students the type of training that will function primarily in the first four grades. Apart from the direct professional training gained from the pursuit of elementary and industrial art, drawing, music, plays and games, composition, history, geography, arithmetic, nature study, and literature, the purpose of this course is to impart to young women sympathetic appreciation of the child, thus making them true teachers of little children.

The primary department in the training school offers an excellent opportunity for the observation of demonstration lessons adapted to the mental development of the children. Such demonstration lessons are offered in music, art, dramatization, reading, language, geography, and arithmetic.

Students majoring in this course are given opportunity to prepare concrete material that will be of direct benefit in their teaching. For instance, in language art each student makes a reading chart and sets of phonic or drill cards; in arithmetic, number charts, etc.

The purpose of primary arithmetic is social. The child learns the fundamental operations in order that he may know how to make change for articles purchased, how to tell time, how to lay out a garden plot, how to make kites, marble bags, jumping ropes, and doll houses.

Music is given to inspire the child's love for it, to direct his taste to that which is best, and to educate his inner feeling. If we do not educate the feelings of a child we are not fitting him for a world in which feeling plays an important part. Two thousand years ago it was discovered that without an inner feeling for rhythm no outward expression could be rhythmic. Rhythm aids in the interpretation of this sense of feeling which we wish children to get from books, stories, and pictures. In the dramatization of the story of Cinderella, rhythm gives expression to their interpretation of the ball; in the story of Snow White, of the dance of the dwarfs; in Sleeping Beauty, of the dance of the fairies.

Special attention is given to rhythmical exercises. Plato has told us that a good education consists in knowing how to sing well and how to express appreciation for music in physical rhythm. Concerning this revival of interest in rhythm and folk dancing, G. Stanley Hall declares that it is imperatively needed to give poise to the nerves, schooling to the emotions, strength to the will, and to harmonize the feelings and intellect with the body which supports them. However, it is not only the physical being which is aided by these rhythmical movements, for we notice a marked increase in the child's ability to create for himself. He observes more keenly and carefully, and is altogether more responsive, more elastic, and more supple. It is in consideration of these facts that we



are placing so much stress upon rhythm in the primary grades.

Complete and sympathetic co-operation exists between the normal and training school departments, a relation necessary to secure the results for which the course stands. It is not practical, however, to present in outline form all the inter-relations existing among the various activities, the subjects of study, and the modes of expression. In this connection, mention may be made of the social life in the primary department, the daily morning meetings, the special day exercises, and the festivals of the year which give motive and opportunity for practice in rhythm, dramatization, and self-expression.

### Junior Year.

First Semester		Second Semester	
Theory of Teaching-----	5 hrs.	Pedagogy & Observation ---	5 hrs.
Required English -----	5 hrs.	Industrial Arts; Nature ---	5 hrs.
Language Arts -----	5 hrs.	Arithmetic -----	5 hrs.
Drawing -----	5 hrs.	Music -----	5 hrs.
Physical Education -----		-----2½ hrs.	

### Senior Year.

First Semester		Second Semester	
Psychology & Social Ed. ---	5 hrs.	Practice -----	5 hrs.
Geography -----	5 hrs.	Story Literature -----	5 hrs.
Sanitation -----	5 hrs.	History -----	5 hrs.
Elective: -----	5 hrs.	Elective: -----	5 hrs.
1. History of Eng. Lit.		1. Primary Dramatic Art	
2. Practice		2. Household Arts	
3. German		3. German	
4. Craft		4. Penmanship -----	2½ hrs.
Physical Education -----		-----2½ hrs.	

In order to graduate from the course for primary teachers the student must earn 85 credits, of which five credits are in physical education and ten credits are limited electives. Only the subjects here mentioned can be elected. Students planning to enter the university or college later should take German, unless they have had four years of foreign language in high school. A record of the elective subjects chosen must be made in the office before such subjects can be taken or credited.

### Kindergarten.

Although no course in kindergarten training is offered, we realize that the strong primary teacher is the one who has some practical acquaintance with kindergarten ideals and methods. Each year there is a demand for primary teachers with some kindergarten training. In order to meet this need, we offer an elective quarter in kindergarten practice. Here the student teacher is given an opportunity for close observation of child life and, later on, for actual teaching. The student becomes acquainted with the best material in songs, stories, plays, and games suitable to a child of this age. The average teacher graduating from the primary course has no conception of the great gulf that generally exists between the primary and the kindergarten departments. It is because of her lack of this knowledge that so much time is lost. It is not until she has a keener insight into the needs of the younger child that she is able to understand the limitations of the six year old child that she will



**Nature Study (18 wks.)**                      **Second Semester**                      8:00-8:50  
8:55-9:45

The work in this course consists largely of a study of living plants and animals. Students are expected to become acquainted with the trees, shrubs, and other plants on the campus. Insects and birds are studied in the field. Methods of presenting the materials to different grades are discussed. Text: *Hodge*, Nature Study and Life; *Holtz*, Nature Study. [Watson]

**Primary Arithmetic (18 wks.)**                      **Second Semester**                      11:10-12:00  
The aim of this subject is to give to students an opportunity to study children's minds in their reaction to the truths of number. Demonstration lessons in which the children are carefully stimulated give students material for a first course in arithmetic. Preparation of material and apparatus for number games, plays and drills is an important part of the work. [Miss Potter]

**Music (18 wks.)**                      **Second Semester**                      1:30-2:20  
2:25-3:15

Elementary theory and sight reading requisite for learning rote songs. Original melody writing. Breath control and tone placing. Collecting and memorizing many rote songs. Developing rhythm and sweet tone quality in children. Methods of teaching songs and sight reading. Observation lessons given and discussed. Practice in accompanying for those who can play the piano. [Miss Lucy Baker]

**Psychology (18 wks.)** (Mon., Wed., and Fri.) 1st Sem. 8:55-9:45  
Educational Psychology in its three aspects; subjective, genetic, and experimental. Inquiry into the origin and meaning of instincts and habits. The recapitulation theory, evidences of its truth and the light it throws on the nature of human thought and conduct. Methods and laws of the acquisition of knowledge and skill. Doctrine of general training, experimental and other evidence, pro and con. Child study practice in the observation of children. Interdependence and correlation of the different powers of the mind as investigated experimentally. Psychological problems of experimental pedagogy. Some half-dozen typical laboratory experiments performed and discussed. Grading mental growth; testing and measuring results in education. Assignments by topics; a number of texts are available. [James]

**Geography Methods (18 wks.)**                      **First Semester**                      10:15-11:05  
This course aims to prepare teachers to teach geography in the primary grades. Methods, materials and manual exercises are considered in the light of geography teaching in the training school. A special study of primary geography books in the reference library. Lectures, texts, pictures, observation, and standard books on methods are the basis. Text: *McMurry*, *Dodge & Kirchwey*, *Redway*, *Sutherland*, *Holtz*. [Lange]

**Social Education (18 wks.)** (Tues. and Thurs.) **First Semester** 8:55-9:45  
This course consists of thirty-six periods of work and includes a study of the primary school as a social institution, the development of the social instincts of young children, the socialized primary course of study. Demonstration lessons, observation of children. Lectures, reading, and individual reports. Text: *King*, Social Aspects of Education. [Yoder]

**Sanitation (18 wks.)**                      **First Semester**                      1:30-2:20  
2:25-3:15

The first part of this course consists of a brief study of foods, the work of the alimentary, circulatory, respiratory, excretory, and nervous systems by the laboratory method as a basis for the hygiene and sanitation. The second part of the course deals largely with the problems of hygiene and sanitation as related to the children in the primary grades. Laboratory work, lectures, and recitations. Text: *Hough & Sedgwick*, Human Mechanism. [Watson]



**Practice Teaching (27 wks.)****Hours arranged**

Required of Seniors. Each senior is required to teach at least one semester and practically all inexperienced people are required to teach an additional quarter. Opportunity is also afforded to take practice one quarter as an elective. Each person teaches one or two subjects each quarter, thus making it possible for a student to gain experience in teaching a large number of subjects in the primary grades. [Maxwell]

**Story Literature (18 wks.)****Second Semester****8:00-8:50**

The aim of this course is to give an acquaintance with, and an appreciation of the literary material for the primary grades, and a knowledge of the principles underlying the selection of this material. It includes (a) the study of the story as a form of art, its value and use in the school, and the various story interests of children; (b) the reading and study of the great sources of story material, such as mythology, national epics, legends, and other folklore, and the retelling from these sources the stories that are best suited to the needs of the child; (c) a brief survey of the development of literature for children, and an extensive reading and evaluation of this literature with reference to its use in the primary grades. [Miss Boyd]

**Primary History (18 wks.)****Second Semester****11:10-12:00****1:30-2:20**

This course includes a study of the life of the Oriental, Greek, Roman, Teutonic, and American colonial and pioneer children. It gives the setting of their homes, details of dress, games, education, industries, and furnishes material for the teaching of the chief legends and historical stories which belong to each of these groups of children. Much stress is placed upon bibliographies, story telling, lesson plans, dramatization, illustrative material, and hand work. There is direct co-operation, by means of demonstration lessons, with the training school and with the art and home economics departments. [Miss Sherrill]

**Primary Household Arts (9 wks.)****Third Quarter****11:10-12:00**

This course aims to adapt household arts to the special problems of the primary teacher. The work includes (1) elementary sewing construction, (2) color theory worked out in the construction and dressing of the paper doll, and (3) a study of the ideal schoolroom considered from the decorative standpoint. [Miss de Anguera]

**Penmanship (18 wks.)****First and Second Semester****3:20-4:10**

One quarter is given to the mastery of the principles of penmanship for the primary grades. Another quarter is devoted to a study of penmanship exercises and drills especially suitable for pupils in the second, third, and fourth grades. The students are also given practice in black-board writing as well as practice in counting and in teaching lessons before their own classes. Each student is required to prepare a completed series of plates for the course. [Wise]

**Dramatic Arts in the Primary Grades (18 wks.)****2nd. Sem.****2:25-3:15**

Senior elective. With the revival of folk dancing and folk songs for young people has come a renewed interest in folk tales, which leads inevitably to dramatization. The course aims to present methods of dramatizing stories for the primary grades. Various aspects of the educational use of plays are considered. The practical work of the course includes the selection and adaption of material which lends itself to the schoolroom stage. Such material as marches, games, folk and interpretative dances are used as a means of developing the dramatic instinct in the child. Each student has the privilege of two supervised practice periods on the piano per week. This work is done under the direction of Miss Seymour. It puts the student in touch with the music used in the course. Arrangements may be made for additional daily practice. [Edith C. Wood]

### Grammar Course.

With the increasing demand for education, more children are remaining in school until they have completed the work of the grades. For a long period the work of the upper grades was thought satisfactory and consequently few changes were made. Now, that larger numbers are remaining in these grades, more attention is given to them, with resulting improvements. Probably the upper grades will undergo more changes during the next few years than any other part of the school system. Educators are coming to recognize this as one of the most critical periods in the development of the child. Several new lines of work have been introduced and new methods of presentation are used. Some things that were excellent a few years ago are now obsolete and have been replaced by those more in keeping with the life of today.

There is a constant need for well equipped teachers of fifth, sixth, seventh, and eighth grades in systems where each teacher has a separate grade. With the introduction of departmental work and with the establishment of the junior high schools (seventh, eighth, and ninth grades), there is a growing need for special teachers of arithmetic, grammar, history, reading, etc.

There are certain required studies in this course, but it is elastic enough to allow people to make special preparations in two or more subjects. Each person planning to do departmental or junior high school work should have at least two subjects in which he has done special study, and the more other subjects he can teach the better he is equipped.

To prepare for this work it is advisable to take an additional half year of time. This can be done in two summer schools, if necessary. In the additional half year work in commercial arithmetic, commercial geography, German, history, English, and industrial arts will be given. This work will materially strengthen the qualifications of a student seeking a position in a junior high school.

To be a good grammar grade teacher, certain qualities are necessary. One needs to be in sympathy with boys and girls of that age; cheerful, fair-minded, and inspiring. Good health and physical vigor are important.

Some people do and should shun grammar grade work because of lack of scholarship. No other teacher in our whole school system needs so broad and general an education. Only good students may hope to become efficient teachers in these grades.

The grammar grade teachers are now paid the best salaries of any in the grades, and as the demand increases the salaries will increase. The call for people to fill the upper grade positions has always exceeded the supply. To prepare students especially for this work, the following subjects are offered:

#### Junior Year

First Semester		Second Semester	
Theory of Teaching -----	5 hrs.	Pedagogy & Observation --	5 hrs.
Geography -----	5 hrs.	Arithmetic -----	5 hrs.
History -----	5 hrs.	Required English -----	5 hrs.
Music -----	5 hrs.	Drawing -----	5 hrs.
Physical Education -----	2½ hrs.		

**Senior Year.**

First Semester		Second Semester	
Psychology & Social Ed. ....	5 hrs.	Civics; Reading .....	5 hrs.
Grammar .....	5 hrs.	Sanitation .....	5 hrs.
Manual Arts .....	5 hrs.	Elective .....	5 hrs.
Practice .....	5 hrs.	Elective .....	5 hrs.
Physical Education .....		2½ hrs.	

Eighty-five credits are required for graduation from the course for grammar grade teachers. Of these five are in physical education and ten are elective. Students preparing for work in departmentalized grades will be allowed to omit two semester subjects, usually two electives, and take an additional five hours in the two subjects selected for further study. A record of this arrangement must be filed in the office before the work can be taken or credited. Students intending to enter the university or college later should elect German. (See additional subject privilege, page 21.)

The electives may be taken from the subjects listed under the High School Training courses, pages 33 to 47.

**Theory of Teaching (18 wks.)**      **First Semester**      **11:10-12:00**  
The study of the elementary principles and empirical laws that govern the conduct of the recitation. The learning process: the nature and function of each of the fundamental intellectual processes; inductive and deductive modes of thinking; approach to the experimental methods of investigating mental processes, both qualitatively and quantitatively; economy of time and effort in study.

The teaching process: the relation of motor activity to thought "all consciousness is motor;" the problems of securing and keeping attention, of interest and its relation to study; the formation of habits; motives and motivation; the drill, the review, the test. [James.]

**Geography Methods (18 wks.)**      **First Semester**      **10:15-11:05**  
A thorough content review of subject matter with emphasis on geographic principles as the basis of method. A special study of standard text books, readers, courses of study, problems, maps, government publications, museum materials, manual exercises, lesson plans, current events. There is a close articulation with the geography work in the training school. Lectures, special reports, observation, discussions. Texts: *Tarr & McMurry*, *Dodge*, Standard works on method. [Lange]

**Grammar History (18 wks.)**      **Second Semester**      **1:30-2:20**  
2:25-3:15

The material covered is the European background commonly taught in grades five and six, and American History for grades seven and eight. The facts of these parts of history are constantly used to teach the method of selection, organization, and presentation of material for grammar grades. The professional work also lays especial stress upon bibliographies, the use of problems, illustrative material, demonstration work in the training school, dramatic devices, lesson plans, courses of study, and correlation with other studies. Texts: Any good texts of high school grade in European and American History; *McMurry*, *Special Method in History*; Report of the Committee of Eight. [Miss Sherrill.]

**Vocal Music (18 wks.)**      **First Semester**      **1:30-2:20**  
2:25-3:15

Music reading consisting of melodies and part music. Elementary theory. Original melody writing. Reading and applying *Fillebrown*, "Resonance in Singing and Speaking." Ideals in song interpretation. Conducting Methods of directing music reading. Care of voices in upper grades. Essentials of good music. Demonstration lessons given by the teacher. [Miss Lucy Baker]

**Pedagogy and Observation (18 wks.)**      **Second Semester**      **8:55-9:45**  
The purpose of this course is to consider the aims of education, the



essential factors in the educative process, and the materials of education. The different subjects of study in the grammar grades are considered. The best methods of teaching these subjects are discussed and methods are exemplified to the class through the observation of teaching in the training school. Texts: *Strayer*, A brief Course in the Teaching Process; *Charters*, Methods of Teaching. [Maxwell]

**Arithmetic (18 wks.)** **Second Semester** **11:10-12:00**

An advanced course in arithmetic and methods of teaching it, consisting of a review of the subject to secure a higher degree of accuracy and rapidity of computation with abstract numbers, together with a greater power of thought in dealing with applied problems; an organization of the matter of arithmetic for adaption to the intermediate and grammar grades. Texts: *Hoyt & Peet*, Everyday Arithmetic. [Miss Sayles]

**Drawing (18 wks.)** **Second Semester** **1:30-2:20**  
**2:25-3:15**

Designed to give the student sufficient practice in pencil, chalk and water color handling to meet the requirements of grade teachers. It includes still-life, nature drawing, perspective illustration, lettering, design, poster making, color, picture interpretation. [Miss Grace Baker]

**Required English (18 wks)** **Second Semester** **8:00-8:55**  
**10:15-11:05**

Oral and written composition based upon current events and student's personal experiences. The course consists of daily practice in the collection, selection, and organization of material for logically developed themes. Written work from the training school is submitted to the students for study and criticism. Text: *Thorndike*, Elements of Rhetoric and Composition. [McGrew, Miss Bollert]

**Psychology (18 wks.) (Mon., Wed., Fri.)** **First Semester** **10:15-11:05**

Educational psychology in its three aspects: subjective, genetic, and experimental. Inquiry into the origin and meaning of instinct and habit; equipment of the child on entering school; growth of the higher thought processes. The recapitulation theory, evidences for and against and the light it throws on nature of human thought and conduct. Methods and laws of the acquisition of knowledge and skill; the graphic representation of interdependent quantities, the learning and forgetting curves. The doctrine of general training, experimental and other evidence, pro and con; adolescence, its problems and their bearing on education. Interdependence and correlation of the different powers of the mind as investigated experimentally. The psychological problems of experimental pedagogy. A few typical laboratory experiments are performed and discussed. Grading mental growth; testing and measuring results in education. Assignments are by topics; a number of texts are available. [James]

**Social Education (18 wks.) (Tues., and Thurs.)** **First Semester** **10:15-11:05**

This course consists of thirty-six periods of work and includes a study of the school as a social institution, the development of social instincts during adolescence, the socialized course of study, plans for social center work. Lecture, library reference, and individual reports. Text: *King* Social Aspects of Education. [Yoder]

**Grammar Methods (18 wks.)** **First Semester** **8:55-9:45**

A thorough study of the problems of teaching grammar and composition in the fifth, sixth, seventh, and eighth grades, using the new nomenclature. Each student is required to do some observation and to hand in lesson outlines. Text: *Wilcox*, Daily English Lessons. [Miss Sayles]

**Elementary Industrial Arts (18 wks.)** **First Semester** **8:00-8:50**

This course consists of practical problems in card-board construction, book-binding, basketry, stenciling, block printing, applied designs, and home decoration. Methods of teaching and consideration of courses. [Miss Grace Baker]

Students may select 18 weeks of Home Economics or Manual Training.

**Practice Teaching (27 wks.)**

**Hours arranged**

Required of Seniors. Each senior is required to teach at least one semester, and practically all inexperienced people are required to teach an additional quarter. Opportunity is also afforded to take practice one quarter as an elective. Each person teaches one or two subjects each quarter, thus making it possible for a student to gain experience in teaching a large number of subjects in the grammar grades. [Maxwell]

**Professional Civics (9 wks.)**

**Third Quarter**

**8:55-9:45**

The subject matter to be presented in a course in civics in the grades is considered; also the methods to be employed in presenting the work. The textbook is supplemented by collateral reading and discussion of current topics. Text: *Kinsman*, Local Governments of Wisconsin; *James & Sanford*, Our Government; *Ashley*, American Federal State. [Kinsman]

**Reading (9 wks.)**

**Fourth Quarter**

**8:55-9:45**

The aim of this course is to establish correct habits of reading. The student is directed to those selections which make a strong appeal to the boys and girls of grammar grade age. The criticisms offered in class are constructive and stimulating. Daily practice is given in reading different styles of oral and written discourses. Every student must be able to read intelligently and effectively in order to obtain a standing in this course. Text: *Marsland*, Interpretive Reading; *Clark*, How to Teach Reading in Public Schools. [McGrew]

**Sanitation (18 wks.)**

**First Semester**

**1:30-3:15**

The first part of this course consists of a brief study of foods, the work of the alimentary, circulatory, respiratory, excretory, and nervous systems by the laboratory method as a basis for the hygiene and sanitation. The second part of the course deals with problems of personal hygiene, school sanitation, and public sanitation. Laboratory work, lectures, and recitations. Text: *Hough & Sedgwick*, Human Mechanism. [Watson]

### Principals' Course.

The purpose of this course is to afford adequate preparation to those persons who wish to qualify for the principalship of either a state graded school or a city elementary school.

The duties that usually devolve upon a person in this type of position are (1) to assume the general responsibility for the management of the school; (2) to teach classes in the upper grades; (3) to supervise the work of the other teachers in the school. A person, to be efficient in this capacity, needs to be a good executive, to have had experience in teaching, to have a good foundation in the academic subjects, to have the knowledge of the particular problems in the different grades and subjects of study, and to have a broad professional viewpoint in order that he may be a source of inspiration to his teachers.

In most of the state graded schools, the principal must be able to teach the industrial subjects; e. g., agriculture, manual training, drawing, etc. If the principal is a woman, she is expected to teach domestic art and science in addition to the subjects mentioned. The salaries paid to people in this work are higher than in teaching positions, but the responsibilities are also much greater. A person is expected to be efficient not only in the school but also in the community activities of which the school should be a center. It is unwise for a person without teach-

ing experience to enter upon this course, as the possibility of securing a position is limited. School boards employ for these positions those people who have demonstrated their capacity for leadership and are superior teachers. This course offers a sufficient number of professional subjects to give a broad professional outlook; the chief academic subjects are taught; considerable industrial work is given; and elective subjects are offered; hence the opportunity is afforded to adjust the course to individual needs.

### Junior Year

First Semester	Second Semester
Theory of Teaching -----5 hrs..	Pedagogy & Observation --5 hrs.
Manual Arts -----5 hrs.	Agriculture -----5 hrs.
American History -----5 hrs.	Geography -----5 hrs.
Arithmetic -----5 hrs.	Required English -----5 hrs.
Physical Education -----2½ hrs.	

### Senior Year

First Semester	Second Semester
Psychology & Social Ed. --5 hrs.	Sanitation -----5 hrs.
Practice -----5 hrs.	Supervision -----5 hrs.
Elective -----5 hrs.	Elective -----5 hrs.
Elective -----5 hrs.	Elective -----5 hrs.
Physical Education -----2½ hrs.	

Before graduating from the course for the training of principals, the student must have earned 85 credits, five of which are to be in physical education and twenty elective credits. The elective privilege in this course is liberally interpreted by the faculty; almost any subject, except commercial subjects, may be selected. For those who expect to enter the university or college German is recommended. When the student knows the particular school in which he will teach, the course should be varied to meet the needs of that position. A record of the entire course selected must be on file in the President's office.

### OUTLINE OF SUBJECTS

The electives may be taken from the subjects listed under the High School Training courses, pages 33 to 47.

**Theory of Teaching (18 wks.)**      **First Semester**      **11:10-12:00**  
The study of the elementary principles and empirical laws that govern the conduct of the recitation. The learning process: the nature and function of each of the fundamental intellectual processes; inductive and deductive modes of thinking; approach to the experimental methods of investigating mental processes, both qualitatively and quantitatively; economy of time and effort in study. The teaching process: the relation of motor activity to thought, "all consciousness is motor;" the problems of securing and keeping attention, of interest and its relation to study; the formation of habits; motives and motivation; the drill, the review, the test. [James]

Students may elect drawing or home economics in place of two following subjects.

**Elementary Industrial Arts (18 wks.)**      **First Semester**      **8:00-8:50**  
This course consists of practical problems in cardboard construction, book binding, basketry, stenciling, block printing, applied design, and home decoration. Methods of teaching and consideration of courses. [Miss Grace Baker]



**Manual Arts (18 wks.) First and Second Semester 1:30-3:15**

The course offered is designed to fit principals to lay out and administer a course in elementary wood working. Especial attention is given to the standard courses as now given in graded schools from the fifth to the eighth grades. The pupil is required to be familiar with the literature of the subject and to plan and execute a series of projects suitable for classes in the four grades. A knowledge of different kinds of wood and the projects for which they are suitable is required. Instruction in selection, purchase, and care of tools is given. [Upham]

**Arithmetic (18 wks.) First Semester 1:30-2:20**

A course for prospective high school teachers and principals of graded schools, consisting of a review of the subject to secure a higher degree of accuracy and rapidity of computation with abstract numbers, together with a greater power of thought in applied arithmetic; and an organization of the subject of arithmetic for adaptation to the grades and the high school. Texts: *Moore & Miner*, Practical Business Arithmetic. [Shutts]

**Pedagogy and Observation (18 wks.) Second Semester 8:55-9:15**

This course familiarizes the students with the aims and materials in the educative process. The contribution that each subject in the high school should make to the education of the individual is briefly considered. The method of treatment in the various subjects is seen in the observation of classes in the grammar department of the training school. Texts: *Strayer*, A Brief Course in the Teaching Process; *Charters*, Methods of Teaching. [Maxwell]

**Agriculture Second Semester 8:00-9:45**

A general course covering the entire field of the subject as outlined in general agricultural text books. The course consists of field, laboratory and textbook work. The field and laboratory work is of a practical nature, the kind which should enable the outgoing teacher to do some practical agricultural work in the community. Agricultural bulletins and the Manual are also studied and made a part of the text. Texts: *Benson & Betts*, Agriculture; *Waters*, The Essentials of Agriculture. [Schmidt]

**Geography Methods (18 wks.) Second Semester 1:30-2:20**

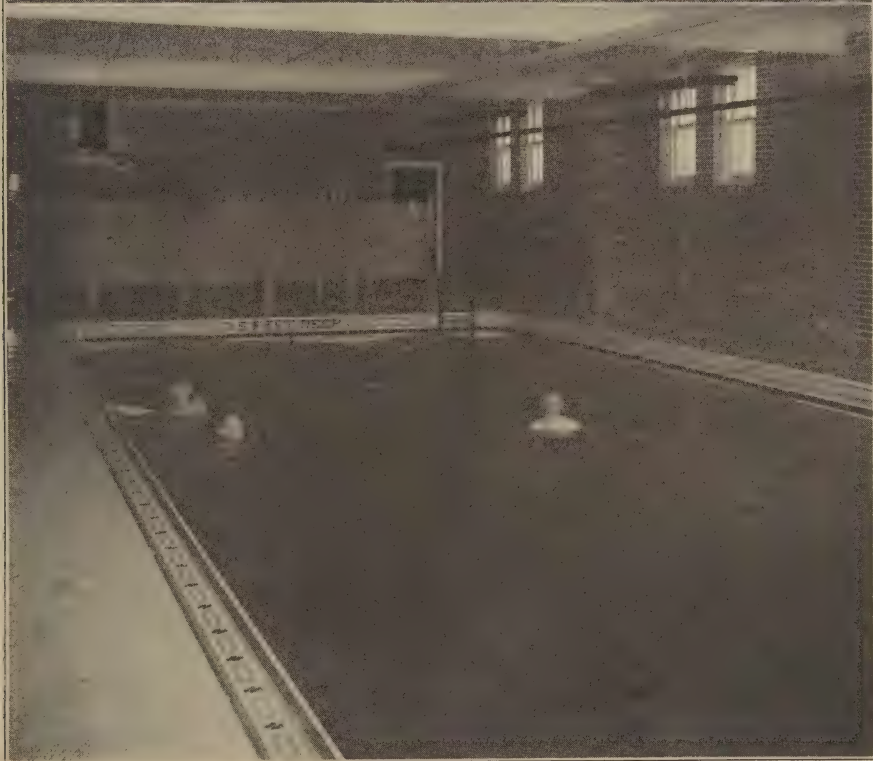
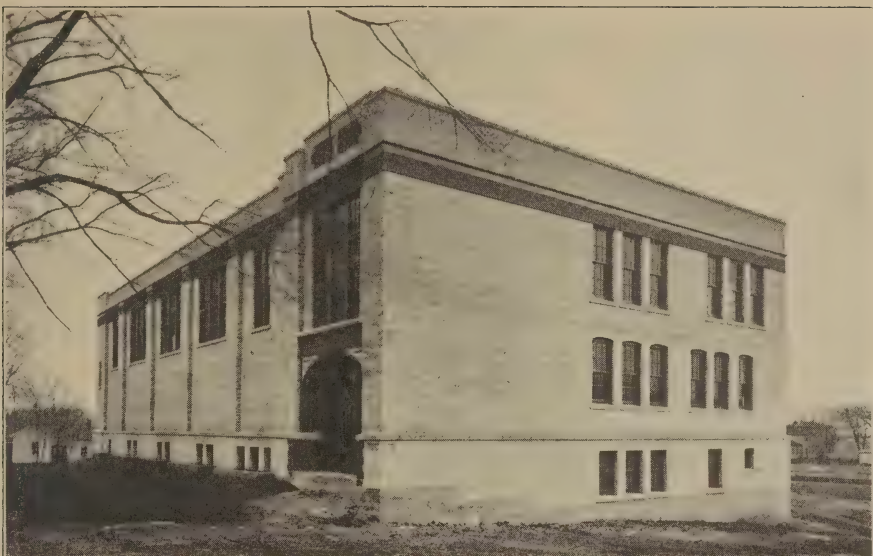
The principal of a school should know the subject matter and method of the work he teaches and should have a broad acquaintance with the geography field in each grade. This course aims to make efficient teachers of grammar grade geography and intelligent helpful supervisors. Special reports, problems, and discussion are required in addition to the regular requirements of the grammar course. Texts: Standard texts, works on method, reference library work. [Lange]

**Required English (18 wks.) Second Semester 10:15-11:05**

Oral and written composition based upon current events and student's personal experiences. The course consists of daily practice in the collection, selection, and organization of material for logically developed themes. Written work from the training school is submitted to the students for study and criticism. Text: *Thorndike*, Elements of Rhetoric and Composition. [McGrew; Miss Bollert]

**Psychology (18 wks.) (Mon., Wed., Fri.) First Semester 10:15-11:05**

Educational psychology in its three aspects: subjective, genetic, and experimental. Inquiry into the origin and meaning of instinct and habit; equipment of the child on entering school; growth of the higher thought processes. The recapitulation theory, evidences for and against and the light it throws on nature of human thought and conduct. Methods and laws of the acquisition of knowledge and skill; the graphic representation of interdependent quantities, the learning and forgetting curves. The doctrine of general training, experimental and other evidence, pro and con; adolescence, its problems and their bearing on education. Interdependence and correlation of the different powers of the mind as investigated



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experimentally. The psychological problems of experimental pedagogy. A few typical laboratory experiments are performed and discussed. Grading mental growth; testing and measuring results in education. Assignments are by topics; a number of texts are available. [James]

**Social Education (18 wks.) (Tues. and Thurs.) First Semester 10:15-11:05**  
This course consists of thirty-six periods of work and includes a study of the school as a social institution, the development of social instincts during adolescence, the socialized course of study, plans for social center work. Lectures, library reference, and individual reports. Text: *King*, Social Aspects of Education. [Yoder]

**School Supervision (18 wks.) Second Semester 11:10-12:00**  
The problems of the principal. The course of study; organization of the school; classification of pupils. The problems of the retarded, the accelerated, and the exceptional children, so far as they are commonly met with. Discipline, its relation to growth of character; student government, self-government. Making the school fit the needs of the community; vocational guidance; vocational courses. The effective teaching of English; moral education; physical education. Consideration of topics discussed in any standard text in school management. Measuring results; ample opportunity is given for practice in the application of the accepted tests in the training school as well as in the grades and high school of the city system. Assignments made by topics, library work and special reports. Text: [James]

**Sanitation (18 wks.) Second Semester 1:30-3:15**  
The first part of this course consists of a brief study of foods, the work of the alimentary, circulatory, respiratory, excretory, and nervous systems by the laboratory method as a basis for the hygiene and sanitation. The second part of the course deals largely with the problems of hygiene and sanitation as related to the children in high school grades. Laboratory work, lectures, and recitations. Text: *Hough & Sedgwick*, Human Mechanism. [Watson]

**Practice Teaching (27 wks.) Hours arranged**  
Each senior is required to teach at least one semester, and practically all inexperienced people are required to teach an additional quarter. Opportunity is also afforded to take practice one quarter as an elective. Each person teaches one or two subjects each quarter, thus making it possible for a student to gain experience in teaching a large number of subjects. Practice work is offered in all the subjects taught in a graded school including music, drawing, manual training, domestic science and art, agriculture, play and gymnastics. The student may practice in any of the eight grades depending on his preparation. [Maxwell]

**Grammar History (18 wks.) First Semester 2:25-3:15**  
The material covered is the European background commonly taught in grades five and six, and American History for grades seven and eight. The facts of these parts of history are constantly used to teach the method of selection, organization, and presentation of material for grammar grades. The professional work also lays especial stress upon bibliographies, the use of problems, illustrative material, demonstration work in the training school, dramatic devices, lesson plans, courses of study, and correlation with other studies. Texts: Any good texts of high school grade in European and American History; *McMurry*, Special Method in History; Report of the Committee of Eight. [Miss Sherrill]

### High School Teachers' Course.

A number of high school teachers are trained every year by the normal schools of the state. Whitewater is prepared to give such training to a limited number of students in English, German, Mathematics, His-

tory, and certain sciences. It is to be expected that the graduates of this course will begin in the smaller high schools; therefore, the work is planned to fulfill the actual requirements of such positions. One of the chief requirements is that each instructor teach two or three different subjects. Various combinations are possible, so that the individual may follow the lines of his own choice; but at the same time a certain amount of continuity and co-ordination in subject matter is required, so that the graduate may find himself adequately prepared.

Whitewater is especially well fitted to train high school teachers, because it is able to offer practice work in the Commercial High School. (See page 71) Not only in the commercial subjects, but also in the usual academic branches classes may be taught by students under the supervision of the regular instructors.

The student should select high school teaching, not because the salary may be greater, but because he has a real interest in young people of high school age, and also because he wishes to teach subjects in the secondary course of study. These subjects make a special appeal to some students; for example, one who cares for science will find the best opportunity for teaching it in a high school. To become a successful teacher of secondary work, one must be strong intellectually; thorough scholarship is essential. But the main factor of success in this field is personal interest in the pupils of the adolescent age. It is the age of possibility and opportunity. Pupils are more susceptible to influence, more open to suggestion, and more responsive to training than at any other age. To be able to influence and develop such human material, a teacher must possess many qualities of heart and mind. Knowledge of the subjects selected for teaching must be exact and modern, the problem of cultural and vocational education must be fully comprehended, and there must be strong social and personal sympathy with youth. For students who measure up to this standard there is opportunity in the smaller high schools of Wisconsin.

This course is three years in length, consisting of 25 units of work, one of which is in physical education. Four units may be done in two summer school sessions, and in this way the student may be graduated in the middle of the third year. One unit of work is the equivalent of five prepared recitations every week for one semester. Five hours credit is given for the satisfactory completion of one unit of work. To secure the diploma and certificate in the High School Teachers' Course the student must have earned a total of 125 hours credit. When entering upon this course the student must confer with the president of the school or the head of the department and arrange an acceptable program of studies. The course must include the following:

First major subject, 6 units	30 hrs. credit
Second major subject, 6 units	30 hrs. credit
One minor subject, 2 units	10 hrs. credit
Professional subjects, 5 units	25 hrs. credit
Required language, 3 units	15 hrs. credit
Physical education, 1 unit	5 hrs. credit
Elective subjects, 2 units	10 hrs. credit

A major subject includes six units, three years of study, of different

divisions of the same subject. A minor subject includes two units, one year of study, of the same subject.

Perhaps the most attractive minors are music, drawing, domestic science, and penmanship. Students who are interested in athletics will find it especially advantageous to take enough physical education to make it a minor subject. All students in this course are required to have a full year of practice teaching.

The work will be arranged as follows:

### Junior Year.

First Semester	Second Semester
Theory of Teaching -----5 hrs.	Pedagogy & Observation --5 hrs.
English I. -----5 hrs.	Elective -----5 hrs.
Elective -----5 hrs.	Elective -----5 hrs.
Language -----5 hrs.	Language -----5 hrs.
Physical Education -----	2½ hrs.

#### Electives (5 hrs. each semester.)

German	Arithmetic
Civics	American History
Sanitation	English Literature
Geography	Music
Grammar	Home Economics
Drawing	Manual Training
Physical Education	Craft
Penmanship	Physical Education
German	Penmanship

### Middle Year.

First Semester	Second Semester
Psychology & Social Ed. --5 hrs.	Practice -----5 hrs.
Major subject -----5 hrs.	Major subject -----5 hrs.
Major subject -----5 hrs.	Major subject -----5 hrs.
Minor subject -----5 hrs.	Minor subject -----5 hrs.
Physical Education -----	2½ hrs.

### Senior Year.

First Semester	Second Semester
Practice -----5 hrs.	Major subject -----5 hrs.
Major subject -----5 hrs.	Major subject -----5 hrs.
Major subject -----5 hrs.	Elective -----5 hrs.
Elective -----5 hrs.	Elective -----5 hrs.

The following courses illustrate the principle of selection. For the preparation of a teacher of English and German:

### Junior Year.

First Semester	Second Semester
Theory of Teaching -----5 hrs.	Pedagogy & Observation --5 hrs.
English I. -----5 hrs.	American History -----5 hrs.
Grammar Methods -----5 hrs.	Music -----5 hrs.
German -----5 hrs.	German -----5 hrs.
Physical Education -----	2½ hrs.

### Middle Year.

First Semester	Second Semester
Psychology & Social Ed. --5 hrs.	Practice -----5 hrs.
History of English Lit. --5 hrs.	Modern Lit. -----5 hrs.
Civics -----5 hrs.	Economics -----5 hrs.
German -----5 hrs.	German -----5 hrs.
Physical Education -----	2½ hrs.



**Senior Year.**

First Semester		Second Semester	
Practice .....	5 hrs.	Public Speaking .....	5 hrs.
Debating .....	5 hrs.	Paragraph Writing .....	5 hrs.
German .....	5 hrs.	German .....	5 hrs.
Elective .....	5 hrs.	Elective .....	5 hrs.

For the preparation of a teacher of Mathematics and Science:

**Junior Year.**

First Semester		Second Semester	
Theory of Teaching .....	5 hrs.	Pedagogy & Observation .....	5 hrs.
English .....	5 hrs.	Arithmetic Methods .....	5 hrs.
Sanitation .....	5 hrs.	Elective .....	5 hrs.
German .....	5 hrs.	German .....	5 hrs.
Physical Education .....		2½ hrs.	

**Middle Year.**

First Semester		Second Semester	
Psychology & Social Ed. ....	5 hrs.	Practice .....	5 hrs.
Advanced Algebra .....	5 hrs.	Advanced Algebra .....	5 hrs.
Science .....	5 hrs.	Science .....	5 hrs.
German .....	5 hrs.	German .....	5 hrs.
Physical Education .....		2½ hrs.	

**Senior Year.**

First Semester		Second Semester	
Practice .....	5 hrs.	Analytical Geom. ....	5 hrs.
Trigonometry .....	5 hrs.	Science .....	5 hrs.
Science .....	5 hrs.	<b>Elective</b> .....	5 hrs.
Elective .....	5 hrs.	<b>Elective</b> .....	5 hrs.

For the preparation of a teacher of English and History:

**Junior Year.**

First Semester		Second Semester	
Theory of Teaching .....	5 hrs.	Pedagogy & Observation .....	5 hrs.
English I. ....	5 hrs.	American History .....	5 hrs.
Grammar Methods .....	5 hrs.	Grammar History Methods .....	5 hrs.
German .....	5 hrs.	German .....	5 hrs.
Physical Education .....		2½ hrs.	

**Middle Year.**

First Semester		Second Semester	
Psychology & Social Ed. ....	5 hrs.	Practice .....	5 hrs.
Hist. of English Lit. ....	5 hrs.	Modern Lit. ....	5 hrs.
Civics .....	5 hrs.	Economics .....	5 hrs.
German .....	5 hrs.	German .....	5 hrs.
Physical Education .....		2½ hrs.	

**Senior Year.**

First Semester		Second Semester	
Practice .....	5 hrs.	Paragraph Writing .....	5 hrs.
Library Methods .....	5 hrs.	Public Speaking .....	5 hrs.
Modern European Hist. ....	5 hrs.	Modern European Hist. ....	5 hrs.
Elective .....	5 hrs.	Elective .....	5 hrs.

By consulting the outline of courses, a student may easily arrange a course to meet his desires. Address the president for a blank upon which may be arranged any contemplated course.

## OUTLINE OF SUBJECTS

**Theory of Teaching (18 wks.)      First Semester      11:10-12:00**

The study of the elementary principles and empirical laws that govern the conduct of the recitation. The learning process: the nature and function of each of the fundamental intellectual processes; inductive and deductive modes of thinking; approach to the experimental methods of investigating mental processes, both qualitatively and quantitatively; economy of time and effort in study.

The teaching process: the relation of motor activity to thought "all consciousness is motor;" the problems of securing and keeping attention, of interest and its relation to study; the formation of habits; motives and motivation; the drill, the review, the test. [James]

**Required English (18 wks.)      Second Semester      10:15-11:05**

Oral and written composition based upon current events and student's personal experiences. The course consists of daily practice in the collection, selection, and organization of material for logically developed themes. Written work from the training school is submitted to the students for study and criticism. Text: *Thorndike*, Elements of Rhetoric and Composition. [McGrew, Miss Bollert]

**Pedagogy and Observation (18 wks.)      Second Semester      8:55-9:45**

This course familiarizes the students with the aims and materials in the educative process. The contribution that each subject in the high school should make to the education of the individual is briefly considered. The method of treatment in the various subjects is seen in the observation of classes in the high school department of the training school. Texts: *Strayer*, A Brief Course in the Teaching Process; *Charters*, Methods of Teaching. [Maxwell]

**Psychology (18 wks.) (Mon., Wed., Fri.)      First Semester      10:15-11:05**

Educational Psychology in its three aspects: subjective, genetic, and experimental. Enquiry into the origin and meaning of instinct and habit; equipment of the child on entering school; growth of the higher thought processes. The recapitulation theory, evidences for and against and the light it throws on nature of human thought and conduct. Methods and laws of the acquisition of knowledge and skill; the graphic representation of interdependent quantities, the learning and forgetting curves. The doctrine of general training, experimental and other evidence, pro and con; adolescence, its problems and their bearing on education. Interdependence and correlation of the different powers of the mind as investigated experimentally. The psychological problems of experimental pedagogy. A few typical laboratory experiments are performed and discussed. Grading mental growth; testing and measuring results in education. Assignments are by topics; a number of texts are available. [James]

**Social Education (18 wks.) (Tues. and Thurs.)      First Semester      10:15-11:05**

This course consists of thirty-six periods of work and includes a study of the school as a social institution, the development of social instincts during adolescence, the socialized course of study, plans for social center work. Lectures, library reference, and individual reports. Text: *King*, Social Aspects of Education. [Yoder]

**School Supervision (18 wks.)      Second Semester      11:10-12:00**

The problems of the principal. Organization of the school; the course of study; classification of students. The problem of exceptional children; retardation and double promotion. Discipline; self-government. Measuring results in education; records. Vocational guidance; vocational courses; making the school fit local needs. The effective teaching of English. Moral instruction; physical education. Consideration of topics in any standard text in school management. Assignments made by topics. Library work and special reports. Text: *Salisbury*, School Management. [James]

**Practice Teaching (36 wks.)****Hours arranged**

Each senior is required to secure a year's credit in practice teaching. The subjects change each quarter, so it gives an opportunity for a person to secure experience in teaching four subjects, which is about the number that he will be expected to teach when he takes a position in a high school.

**ENGLISH****Reading (9 wks.)****Fourth Quarter****8:55-9:45**

The aim of this course is to establish correct habits of reading. The student is directed to those selections which make a strong appeal to the boys and girls of grammar grade age. The criticisms offered in class are constructive and stimulating. Daily practice is given in reading different styles of oral and written discourses. Every student must be able to read intelligently and effectively in order to obtain a standing in this course. Text: *Marsland*, Interpretive Reading; *Clark*, How to Teach Reading in Public Schools. [McGrew]

**Debating (18 wks.)****First Semester****1:30-2:20**

Required English major. Practical work in analysis of questions, in brief-drawing and in the collection and handling of material. Each student is required to submit one brief and to take part in one debate each week. Text: *Alden*, Art of Debate. [McGrew]

**Public Speaking (18 wks.)****Second Semester****1:30-2:20**

Elective. Open to students who have completed Course 1. A study of the principles of oral expression for the cultivation of a natural and direct style of speaking. Daily practice in speaking. Each student is required to write and deliver one oration. Text: *Ringwalt*, Modern American Oratory. [McGrew]

**Modern Literature (18 wks.)****Second Semester****11:10-12:00**

A study of some of the literary forms in prose of the present day including the modern prose drama, biography, and the novel and short story. The aim is to develop in the student a permanent interest in the best contemporary literature. Text: *Sheran*, Handbook and Literary Criticism. [Miss Bollert]

**Library Methods (18 wks.)****First Semester****8:55-9:15**

Senior elective, for students in high school and principals' course. The aim of the course is to give a working knowledge of the organization and administration of a school library. It includes the study of the book, its mechanical make up, binding and repair; the principles of book selection; the classification, cataloging, and care of a school library; the use of clippings, pamphlets, and pictures, where and how to obtain these; how to interest and instruct children in the use of books and a library; and how to make the school library of most effective service to the school. Texts: Wisconsin Township List 1910-11; *Rice*, Library Lessons. [Miss Boyd]

**Library Use**

A series of six lessons given by the librarian in connection with the required English courses, designed to give a knowledge of the use of books and a library. It includes a study of the resources of the Normal Library, their classification and arrangement, the catalog, indexes and other bibliographical aids, an acquaintance with the more useful reference books, and the making of a bibliography.

**Spelling****Year****3:20-4:10**

Required of Juniors. All members of the junior class are required to get a standing (90%) in spelling. Tests for final standings are given once each month. Text: *Hicks*, Champion Spelling Book.

**Penmanship****One Year****3:20-4:10**

Open to Juniors. Ability to write a plain legible business hand. Neatness, rapidity and uniformity in execution are required rather than ornamentation. To complete the course a student must be credited with



not less than three acceptably written practice plates. Standard not the same as that required in the commercial courses. [Wise]

## GERMAN

**German I. One Year 8:55-9:45**

Open to beginners. Conversation, reading, dictation, oral and written reproductions, and the elements of grammar constitute the course. Texts: *Walter & Krause*, *Beginners' German*; *Geschichten und Maerchen*; *Immensee*; *Hoehrer als die Kirche*. [Miss Wood]

**German II. One Year 1:30-2:20**

Open to those who have had German I. A continuation of the first year's work. Texts: *Joynes-Meissner*, *German Grammar*; *Ein Sommer in Deutschland*; *Das edle Blut*; *Fritz auf Ferien*; *Der Bibliothekar*; *Aus Nah und Fern*; *Easy German Poetry*; *Supplementary reading*. [Miss Wood]

**German III. One Year 11:10-12:00**

Open to those who have completed German I and II, or at least two years of high school German. The work consists of reading with and without translation; grammar review; conversation; composition, both free and translated, etc. Texts: Any standard German Grammar; *Der Schwiegersohn*; *Die Harzreise*; *Marie Stuart*; *Pictorial German Course*; *Pope*, *German Composition*; *Easy prose and poetry for individual assignments and sight translation*; *Supplementary readings*. [Miss Wood]

**German IV. One Year 8:00-8:50**

Open to those who have completed German I-III, or its equivalent. Continuation of German III, with an increased amount of reading without translation. More frequent individual assignments. History of German literature. Texts: Any standard German Grammar; *Pope*, *German Composition*; *Soll und Haben*; *Faust*; *German Daily Life*; *Keller*, *Bilder aus der Deutschen Litteratur*; *Supplementary readings, including newspapers*. [Miss Wood]

**German V. One Year 2:25-3:15**

Open to those who have completed German I-IV or its equivalent. Continuation of German IV. Recommended for those who wish to teach German. A thorough review of grammar will be given. Methods of teaching modern languages will be studied, and opportunity will be given for practice teaching and observation in high school German. Texts: Various standard German grammars; Classics not previously studied; Extensive supplementary reading; *Keller*, *Bilder aus der Deutschen Litteratur*; *German newspapers*. [Miss Wood]

Students who have completed German I, are eligible to membership in the German Club.

## HISTORY AND SOCIAL SCIENCE

## I. American History, Constitutional, 1781-1877 (18 wks.)

**First Semester 8:55-9:15**

A study of the development of our constitutional government, showing the causes which led to its formation, the steps in the growth and interpretation, and the bitter struggle which was necessary to preserve it intact. The professional work discusses the teaching of history in the high school, stressing especially bibliographies, lesson plans, reference work, and topics. The gathering and use of illustrative material is also emphasized. Texts: *Fiske*, *Critical Period*; *Hart*, *Formation of the Union*; *Hinsdale*, *How to Study and Teach History*; *Report of the Committee of Five*. [Miss Sherrill]

## II. American History, Recent, 1877-1916 (18 wks.) 2nd Sem. 8:55-9:15

Traces the development of the United States along political, social, and industrial lines, from the reconstruction period to the present time. Emphasizes changes in transformation, organization of business, policies of political parties, and in the utilization of the implied powers of the cen-

tral government. Attempts to stress those facts most useful in interpretation of present day events. Texts: *Beard*, Contemporary American History; or *Paxson*, The New Nation. [Miss Sherrill]

**Grammar History Method (13 wks.)**      **Second Semester**      1:30-2:20  
2:25-3:15

The chief work is in the field of American History, but topics from European History are used whenever a satisfactory background is needed. In addition to a thorough review of the basic facts, material especially adapted for higher grades is used. The professional work lays stress upon the methods of presentation, the use of problems, illustrative material, dramatization, courses of study, and correlation with other studies. Text: Any good text of high school grade, such as *James & Sanford* or *Muzzy*; *McMurry*, Special Method in History; Report of the Committee of Eight. [Miss Sherrill]

**(a) Modern European History (18 wks.)**      **First Semester**      8:55-9:45

A study of the civilization of Europe from the barbaric invasions to the close of the fifteenth century. Special attention is devoted to the breaking up of the Roman Empire, the growth of feudalism, the rise of the Church, the Crusades, and the Renaissance. Collateral reading and lectures supplement the textbook. Text: *Robinson*, History of Western Europe. [Kinsman]

**(b) Modern European History (18 wks.)**      **Second Semester**      8:55-9:45

A study of European conditions from the close of the fifteenth century to the present time. The Reformation, the French Revolution, the unification of Italy, and the establishment of the German Empire receive special attention. Topical reports and lectures supplement the textbook. Text: *Robinson*, History of Western Europe. [Kinsman]

**Economics (18 wks.)**      **First Semester**      2:25-3:15

A course devoted to a study of the fundamental principles of economics. The laws of production, exchange, distribution and consumption of wealth are examined and current economic conditions are interpreted in the light of these laws. Text: *Bullock*, Introduction to Economics. [Kinsman]

**Political Science (18 wks.)**      **Second Semester**      2:25-3:15

An elementary course in political science dealing with the nature, the structure and the province of political institutions. This course may be taken as a supplement to advanced civics. Topical reports are presented before the class. Text: *Gettell*, Introduction to Political Science. [Kinsman]

**Sociology (18 wks.)**      **First Semester**      11:10-12:00

A general survey of human society dealing with its fundamental nature and the laws of social progress. Collateral reading, topical reports, and lectures supplement the textbook. Text: *Giddings*, Elements of Sociology. [Kinsman]

**Civics (9 wks.)**      **Third Quarter**      8:55-9:45

Stress is laid upon the subject matter to be offered in a course in civil government in the grades, also the methods to be employed in presenting the subject to grade children. The textbook is supplemented by topics and collateral reading. Texts: *Smith*, Training for Citizenship; *Kinsman*, Local Governments of Wisconsin; *James & Sanford*, Our Government. [Kinsman.]

**Advanced Civics (18 wks.)**      **First Semester**      8:00-8:50

A course for those preparing to teach civics in high school and those desiring advanced work in the subject. The local, state, and national governments of the United States are studied. Not only is the machinery of the political units examined but the practical operations are especially noted. Current civic questions are introduced for discussion. Text: *Ashley*, American Federal State. [Kinsman.]

## MATHEMATICS

**Arithmetic (18 wks.)                      First Semester                      1:30-2:20**

A course for prospective high school teachers and principals of graded schools, consisting of a review of the subject to secure a higher degree of accuracy and rapidity of computation with abstract numbers, together with a greater power of thought in applied arithmetic; and an organization of the subject of arithmetic for adaptation to the grades and the high school. Texts: *Moore & Miner*, Practical Business Arithmetic. [Shutts.]

**Advanced Algebra (36 wks.)                      One Year                      8:55-9:45**

An advanced course in algebra to extend the meaning of general number; to cultivate the habit of deductive thinking and the use of arbitrary symbols to express ideas, the appreciation of a literal notation in the deduction of formulae, and a greater ability to interpret and use formulae in the solution of applied problems. Text; *Milne*, Academic Algebra. [Shutts.]

**Advanced Geometry (18 wks.)                      First Semester                      2:25-3:15**

An advanced course in solid geometry. Emphasis is given to methods of teaching geometry. Text: *Shutts*, Plane and Solid Geometry. [Shutts.]

**Trigonometry (18 wks.)                      Second Semester                      2:25-3:15**

Theory and application of trigonometric functions. Emphasis is placed on field work with transit and level. Texts: *Wentworth & Smith*, Plane and Spherical Trigonometry. [Shutts.]

**Analytical Geometry (18 wks.)                      Second Semester                      10:20-11:10**

An elementary course in the location and property of loci, including those of the straight line and conic section. Text: *Smith & Gale*, Introduction to Analytical Geometry. [Shutts.]

## MUSIC, DRAWING AND MANUAL ARTS

**Music (18 wks.)                      First Semester                      1:30-2:20**

Theory of music as needed in reading three and four part music. Original melody writing. Review and application of *Fillbrown's* "Resonance in Singing and Speaking." Methods of caring for children's voices in upper grades. Essentials of good music. Song interpretation. Conducting. Methods in teaching sight reading. Observation lessons given by the teacher. [Miss Baker.]

**Drawing (18 wks.)                      Second Semester                      1:30-2:20  
2:25-3:15**

Open to students who have completed the primary course or the grammar course drawing. A continuation of these courses for the development of greater skill in drawing. Media: water colors, crayons, pencil, charcoal, and pen-and-ink. [Miss Grace Baker]

**Elementary Art-Craft                      Second Semester                      11:10-12:00**

This course includes the design and construction of practical problems in leather, tooling, and staining, basketry, bookbinding, stenciling, copper. Students may major in one medium. [Miss Grace Baker.]

**Cooking (18 wks.)                      First Semester                      10:20-12:00**

Eight hours of laboratory supplemented by one recitation per week. This course aims (1) to develop skill in the preparation of foods, (2) to give the underlying principles of simple cooking, (3) to give a general knowledge of the planning, cooking and serving of meals. The lecture recitation, which comes one day a week, includes also an elementary study of nutritive values, composition, production and costs of food. [Miss de Anguera]

**Sewing (18 wks.)                      First Semester                      8:00-8:50**

This course aims (1) to develop facility in sewing, (2) to develop in-



telligence in the selection of clothing, and (3) to show the relation of design to sewing construction. The fundamental principles of hand and machine sewing are illustrated in the construction of garments. [Miss de Anguera.]

**Dress Designing and Dress Making (18 wks.) Second Semester 10:20-11:05**  
This course applies the underlying principles of design to the placing of fabrics in correct relation to the body. The work is of several types: (1) fashion books are studied and the designs analyzed; (2) original designs are made for representative types of garments; (3) exercises are given in color analysis and color combinations; (4) the garments are modeled on the figures and (5) the garments are constructed. [Miss de Anguera.]

**Manual Training (18 wks.) First and Second Semesters**

An elementary course in bench work, joinery, and cabinet work, with working drawings of the articles to be made. Especial attention is given to projects and courses suitable for grade and high school work, to standard and current literature of the subject, and to the actual work of supervising manual training in both the high school and the grades. [Upham]

## SCIENCES

**Physiography (18 wks.) Second Semester 8:00-9:45**  
This course considers the lithosphere, hydrosphere, and atmosphere. Special emphasis is placed on the physical geography of the lands. The scope of modern physical geography in high schools is considered. Students expecting to be principals of graded schools or geography teachers in high schools will find this course of practical value. Laboratory work, lectures, field work, library reports, government bulletins, interpretation of topographic maps. Texts: *Salisbury, Brigham, Gilbert and Brigham*, Professional Paper No. 60. [Lange]

**Botany (18 wks.) First Semester 10:20-12:00**  
Study of the cell, its form, structure, and activities; the morphology and ecology of typical plants from the various phyla. Laboratory work, lectures and recitations. Text: *Bergen & Davis*, Principles of Botany. [Watson]

**Botany (18 wks.) Second Semester 10:20-12:00**  
This course consists largely of plant physiology and histology. It includes problems of sap movement, transpiration, respiration, photosynthesis, etc.; and methods of preparing and mounting microscopic sections. Laboratory work, lectures, and recitations. Text: *Coulter, Barnes & Cowles*, Textbook of Botany. [Watson]

**Bacteriology (18 wks.) First Semester 8:00-9:45**  
A course in general bacteriology dealing with the history of the subject, the morphology and physiology of bacteria, and training in cultural and microscopic technique. Laboratory work, lectures, and recitations. Text: *Frost & McCampbell*, General Bacteriology. [Watson]

**Nature Study (18 wks.) Second Semester 8:45-9:45**  
Field study of trees, birds, insects, and other common forms. Methods of collecting and caring for living material are studied and applied. Topics are assigned from various sciences, and the students make outlines for teaching lessons to different grades. Text: *Hodge*, Nature Study and Life. [Watson]

**Sanitation (18 wks.) Second Semester 1:30-3:15**  
The first part of this course consists of a brief study of foods, the work of the alimentary, circulatory, respiratory, excretory, and nervous systems by the laboratory method as a basis for the hygiene and sanitation. The second part of the course deals largely with the problems of hygiene and sanitation as related to the children in the higher grades. Laboratory work, lectures, and recitations. Text: *Hough & Sedgwick*, Human Mechanism. [Watson]

**Zoology (18 wks.)** **First Semester** **3:15-4:10**  
 Equivalent to Zoology I., University of Wisconsin. The work covers a study of the simple unicellular organisms, types of protozoa; simple multicellular types, as sponges, jelly fish; complex organisms, as mollusks, worms, and vertebrates; their evolution, relationships, and importance. Texts: *Linville & Kelly*, General Zoology; *Kellogg*, Zoology. [Watson]

**(a) Elective Chemistry (18 wks.)** **First Semester** **8:00-9:45**  
 A study of the non-metals and their principal compounds, the nature of chemical action, and the theories and laws of the subject; commercial and economic applications of chemistry, thermochemistry, and introduction to organic chemistry. Lectures, recitations, and laboratory work. Texts: *Kahlenberg*, Outlines of Chemistry, and *Kahlenberg*, Exercises in Chemistry.

**(b) Elective Chemistry (18 wks.)** **Second Semester** **8:00-9:45**  
 A study of the common metals, their compounds, properties and uses, and the metallurgy of their ores. Solutions, electrolysis, and electrochemical theories. A large part of the semester is devoted to qualitative analysis, the same as above with the addition of *Kahlenberg & Walton*, Qualitative Analysis. As in the elective physics, while the work in elective chemistry corresponds in grade to first year college work, it is constantly kept in mind that the work is a preparation for teaching chemistry in high schools, and the attempt is made to prepare the student to judge and administer a beginner's course, choose and purchase suitable apparatus and supplies, and select the proper text. [Upham]

**(a) Elective Physics (18 wks.)** **First Semester** **1:30-3:10**  
 An advanced course consisting of work in mechanics, molecular physics, and heat; mathematical derivation of formulas and laws, and experimental verification of laws and principles. Special attention is given to a consideration of the content and methods of teaching high school physics, the selection and purchase of apparatus, and the comparison of elementary texts. Lectures, recitations, and laboratory work. Prerequisites for the course: a year of elementary physics and a good knowledge of elementary algebra; trigonometry desirable. Texts: *Kimball*, College Physics; *Millikan*, Mechanics, Molecular Physics and Heat.

**(b) Elective (18 wks.)** **Second Semester** **1:30-3:10**  
 Continuation of the work of the first semester consisting of electricity, light, and sound. Text: *Kimball*, College Physics; *Millikan & Mill*, Electricity, Sound and Light. [Upham]

### ELECTIVE AGRICULTURAL COURSES.

Dairying

Poultry Husbandry

Animal Husbandry

Farm Crops

Soils

Horticulture

### Vegetable and Flower Gardening.

The elective courses in agriculture mentioned above are not among the school's regular courses, but are offered every semester, and any one is given when at least ten students elect it.

Each of these courses will continue through one semester, meeting one period a day, and will allow a student two and one-half hours credit.

Each course will consist of practical field and laboratory work, accompanied by a study of a suitable text book on the subject.

The aim of these elective agricultural courses is to give the students who have time to pursue them some practical and helpful information.

**Dairying.** This is an elementary course and includes a study of the breeds of dairy cattle, of their care and management, of feeds and feeding, of feeding standards and their application of silage and silos. Students test milk and its products; compute balanced rations, and study the planning and construction of dairy barns. The course also includes a consideration of cow testing associations, cooperative creameries, advanced registry associations, and the importance of pure bred animals.

**Soils.** A brief general course devoted to the study of soils. Most important subjects considered are origin of soils, properties of soils, distribution of soil types throughout Wisconsin, soil survey maps, plant food and fertilizers, soil fertility, and the management and improvement of garden and farm soils.

**Farm Crops.** Elementary agronomy. This includes a study of the leading farm crops of Wisconsin, their distribution, soil adaptations, and comparative values. The botanical structure and breed characteristics of these crops are studied. Grains are selected, tested and judged; and the best methods of growing them are studied. This includes the preparation of seed beds, and the methods of planting, cultivating, and harvesting. Methods of improvement of crops are also carefully considered.

**Animal Husbandry.** An elementary course covering the field outlined in secondary animal husbandry texts. This includes such topics as types and breeds of farm animals, market classes, judging of animals, their care and management, breed associations, pedigrees, and improvement of farm animals.

**Poultry Husbandry.** An elementary course dealing with the common classes and breeds of poultry. The following topics show an outline of this course:

Care and management, including proper feeding and housing, a study of poultry feeds, incubation and brooding, poultry houses, proper care and marketing of poultry products.

**Horticulture.** This is a practical course for all interested in horticulture and includes a study of the principles of fruit growing, propagation of plants, care and management of orchards, and of the small fruits, planting, pruning and spraying, and the preparation of spraying mixtures.

**Vegetable and Flower Gardening.** This is a general course for all students interested in practical vegetable and flower gardening. It includes a study of vegetable and flower seed catalogs, the cultural methods of all the common garden plants, the care, management, and enrichment of garden soils, propagation of garden plants, such as raising and transplanting seedlings and making and rooting cuttings. Flower boxes, hot beds, and cold frames planned and constructed. Landscape gardening and floral designs are considered briefly. [Schmidt]

## PHYSICAL EDUCATION

A department of physical education is maintained in the normal school with a twofold purpose in view. First, it aims to promote the health and general welfare of the student body; second, it aims to give



a technical knowledge of physical education necessary to the teaching of its various branches.

Before a student can be advanced to graduation he must have secured five credits from the physical education department. These credits can be secured by both outdoor and indoor work with the exception of one quarter's work in theory which must be secured by all students.

Realizing that the demand for athletic coaches in the secondary schools is much larger than can be supplied, the Whitewater Normal School offers an opportunity for students to do some specializing along this line. A five hour elective course is offered, counting as a regular elective toward graduation. This course consists of lectures and practice work, which, with active participation in the athletic work of the school, should fit one for the handling of high school teams. The demand for commercial teachers who can handle athletic work as well is large, and students in this work are especially urged to fit themselves for coaching. Ability along this line means a decided increase in your earning capacity.

The department reserves the right to reject any student unfitted for this work, and the department will give no recommendation to students who have not received athletic training from a theoretical standpoint.

The school has gymnasiums, showers, lockers, rooms, tennis courts, and other equipment used in physical training work. The new athletic field and new gymnasium give the school the finest athletic equipment in the state. The swimming pool is available for use by the women's department part of the time.

#### Departmental Outlines.

##### Men [Shreiber]

###### A. Examinations.

Every student must have a physical and medical examination at the beginning of the school year. This examination consists of measurements and strength tests and an examination of the eyes, ears, nose, throat, lungs, heart, skin, and blood. Inquiry is made into the past medical and family history. From this examination each student is advised as to his physical needs.

###### B. Class Work.

1. Floor work; 2nd and 3rd quarters only.
2. Cross country running; 1st and 4th quarters only.
3. Wrestling; 3rd quarter only.
4. Boxing; 3rd quarter only.
5. Tennis; 1st and 4th quarters only.
6. Swimming; throughout the year.
7. Apparatus work; 2nd and 3rd quarters.

##### Note.

One quarter floor work is required of every student except members of athletic squads.

All members of the cross country squad must take part in the annual cross country run.

Credit in boxing, wrestling, swimming, or tennis will be allowed for one quarter only.

Every student must learn to swim before being passed for graduation by the department.

**C. Athletic Work.**

1. Football; 1st quarter only; double credit.
2. Basketball; 2nd and 3rd quarters; double credit.
3. Track; 4th quarter only; double credit.
4. Baseball; 4th quarter only; double credit.

Varsity teams only are maintained in football and baseball, while interclass contests are arranged in basketball and track.

**D. Theory.**

1. Hygiene (personal); First Aid.
2. Athletics—Football.
3. Athletics—Basketball—Baseball—Track.
- 3A. General Theory.
4. School gymnastics—Playground supervision.

Theory 1, 2, 3, and 4, constitute the regular 5 hour elective course.

1. 18 lectures on personal hygiene and first aid. Especially desirable in the principal's course. Practice work in the training school—grammar and intermediate grades.

2. Organization and development of secondary school athletics. Football from a coach's standpoint. Squad members only accepted.

3. Organization and development of basketball, baseball, and track from a coaching standpoint. Students with athletic experience only accepted.

3A. General theory. History of physical education, methods, playground work, etc. This course will cover the subject of physical education in a general way only, and is designed for those students who have had no experience in athletic work and are not eligible for any of the other classes in theory.

4. Organization of school room gymnastics and playground supervision. Graded work from primary to grammar. Plays and games. Practice work in training school. Suitable for principals' course.

Every student must secure one quarter's work in theory before graduation. This may be done in any quarter provided the student is eligible for the work of that quarter. Non-athletic students and those not in the principal's course are urged to secure their credit in Course 3A.

**E. Practice.**

1. Classes: High school and training school; gymnasium and playground; swimming.

2. Squad: Gymnasium and cross country running.

3. Athletic Coaching: Teams and high school and training school.

Women [Miss Cone]

**A.**

Every student must have a thorough physical and medical examination at the beginning of each year. The physical examination consists of measurements and strength tests. The medical examination consists of examination for deformities, the conditions of the eyes, ears, nose, throat, lungs, teeth, heart, skin, and blood. Inquiry is made in to the past

medical and the family history. From this examination each student is advised as to her physical needs.

Requirements for all those taking teachers' courses :

1. Practice: 72 hours (twice a week for one year.)

2. Theory: 27 lectures.

Requirements for all those not taking teachers' courses :

1. Practice: 108 hours (three times a week for one year.)

#### **B. Practical Work.**

1. Marching, running, tactics, Swedish gymnastics, and apparatus work.

2. Dramatic rhythm work, folk dancing, aesthetic dancing. (Chalif technique.)

3. Athletics: basketball, tennis, baseball, field hockey, volley ball, soccer, and track work.

4. Swimming:

Class (B): Float, breast, stroke, 50 yards.

Class (A): Requirements of Class (B) plus side stroke, crawl, and diving, 100 yds., any one stroke.

Note: Students must pass Class (B) in order to graduate.

#### **C. Theoretical Work.**

Mental and physical aims of physical education.

Fundamental principles of selection and progression.

Methods of teaching.

Play, its origin and values. Based upon "The Play of Animals," Groos.

A detailed study of posture and the spine.

(a) Bad influences in the school room.

(b) Kyphosis, lateral curvature and lordosis.

(c) Corrective positions and exercises for the above.

(d) First aid including simple massage and bandaging.

Opportunity is given each student to conduct a lesson in floor work.

Methods of handling classes in the school room and on the playground.

Each student is provided with a set of lessons. The primary teachers also receive a number of printed exercises for dramatic rhythm work.

#### **D. Elective Work.**

Advanced gymnastics and apparatus work for those having completed the required credits in physical education.

Folk and aesthetic dancing (one hour a week.)

Supervision of playground work.

Athletic outdoor and indoor work.

#### **E. Practice:**

Monday, Tuesday, Thursday, and Friday, 8:55-2:20-3:20.

Wednesday, 8:55.

#### **Theory:**

Monday, 4:10-5:00.

Wednesday, 2:20-3:20.

Hours to be arranged for swimming.



### COMMERCIAL COURSES AT THE NORMAL SCHOOL FACULTY

ALBERT HENRY YODER, President.

JAMES C. REED, Director, Commercial Law, Business Administration,  
Psychology of Commercial Subjects.

CARL T. WISE, Commercial and Economic Geography, Salesmanship,  
Penmanship.

GEORGE E. BENNETT, Bookkeeping, Accounting, and Commercial  
Spanish.

INEZ A. SLATER, Gregg Shorthand, Typewriting.

WILLARD M. SMITH, Principal of Commercial High School, Com-  
mercial English.

THOMAS T. GOFF, Commercial Arithmetic.

DELOS O. KINSMAN, Economic History, Insurance and Statistics.

Special Instructor in Advertising and Salesmanship.

GRACE M. BAKER, Commercial Art.

C. R. MAXWELL, Supervisor of Training School.

BENJAMIN B. JAMES, Psychology and Education.

IDA M. BURNETT, Assistant in Shorthand and Typewriting.

WILLIAM E. SCHREIBER, Physical Director of Men.

Physical Director of Women.

ANNE MORRIS BOYD, Librarian.

LILLIAN C. NEIPERT, Clerk.

MABEL DIETRICH, Student Stenographer.

### COURSES FOR THE TRAINING OF COMMERCIAL TEACHERS.

In September, 1913, the Board of Regents established a special department at Whitewater for the purpose of preparing students to teach commercial subjects in high schools. Five courses for the preparation of commercial teachers are offered:

1. A general commercial course of two years. This course is for students who have taken the commercial course in high school.

2. A general commercial course of two and one-half years. This is for mature students who have not had commercial work in high school.

3. An accounting course of two years. To enter this course, the student must have had at least three years of commercial work in the high school, two years of which must be bookkeeping. The student must be able to write a good business hand.

4. A shorthand course of two years. To be eligible for this course, the student must have had in high school at least one year of bookkeeping and two years of shorthand, and must be able to take dictation of letters at the rate of one hundred words per minute by actual test.

5. A commercial supervisor's course of three years. After graduating from any of the two year courses, the student may take an additional year and prepare for the work of supervisor of commercial education in a large city system. To graduate from this course, the student must complete one hundred and sixty units of work.

These courses give the student an opportunity to specialize along the line of his choice. He can take the major part of his work in account-

ing, shorthand or commercial geography. This enables the student to prepare for the better positions in large high schools where experts along particular lines are desired. Those who do not wish to specialize should take the general course.

#### **PURPOSE OF THE COMMERCIAL NORMAL SCHOOL.**

The aim of the Commercial Normal School is distinctly professional. The object is to furnish the high schools of the state with commercial teachers of superior training and ability. A study is made of the psychology of commercial subjects and of the problems involved in commercial education.

The work in the commercial branches in the normal school differs very materially from the same class of work in other schools. In the normal school the teaching side of the work is kept constantly in view. In each course methods of presenting the subject are also taught, and the subject matter is covered in a broad and thorough manner, giving the student a grasp and comprehension of the subject not usually attained. The course in the psychology of commercial teaching is made a prominent feature of the work.

Students who expect to teach are required to conduct classes in the commercial high school under the direction of critic teachers, after taking a course in observation. In every other line of teaching the practice work in the normal school has proved its worth in assisting the student teacher to adapt his material to the needs of the student. For this reason a commercial high school has been established for the benefit of the commercial normal students. This affords them an opportunity to do their practice teaching in a model high school under the guidance of experienced high school teachers.

#### **DEMAND FOR COMMERCIAL TEACHERS.**

There is a strong demand for properly trained commercial teachers. This is shown by the inability of many high schools to secure teachers who are prepared to undertake commercial work. Many of them have deferred putting in a commercial course because of the scarcity of well trained commercial teachers. The professionally trained commercial teacher stands a better chance of being chosen as head of a department, supervisor, assistant principal, or principal because these positions demand professional training.

One of the causes of the scarcity of commercial teachers is the ease with which such teachers can enter the commercial world. Their training and environment point them in that direction and many of the men teachers, after a few years in the schoolroom, find it advantageous to take up real estate, insurance, merchandising and many other lines of work. This gives an opportunity for those who are starting out as commercial teachers to secure more rapid promotion than in any other branch of the profession.

#### **DIPLOMA AND STATE LICENSE.**

Whitewater is the only school in the state, at the present time, offering a normal school diploma and a state license to teach commercial branches in Wisconsin high schools.

### TEACHERS' BUREAU.

The school maintains a free teachers' bureau for its graduates. By this means graduates are given unusual opportunities to learn of desirable positions, and the bureau's extended acquaintance among the superintendents, principals, and teachers of the state enables it to keep in close touch with all the important changes among commercial teachers.

Students will not be recommended for positions unless they have made a good record in scholarship, and have also shown ability to impart instruction.

### OPPORTUNITIES FOR EMPLOYMENT.

The business men of Whitewater have been very active in giving employment to commercial students. The local demand for office help and for stenographers to do part time work has been greater than the school has been able to supply.

### EQUIPMENT.

The commercial school occupies the east half of the first floor of the main building and several recitation rooms on the second and third floors. The rooms are light and cheerful. The equipment is new and modern in every respect. Several adding machines have been provided for the use of the accounting students. The typewriting room is provided with the leading typewriting machines, filing cabinets, mimeograph, neostyle, and billing machine. The department also has an addressograph and a motiograph moving picture machine. Before the opening of school in September twelve or fifteen computing machines will be installed, to be used in commercial arithmetic and in loose leaf ledger work. A room is fitted up in the basement for printing; this room is provided with a press and a variety of metal and wood type. This enables the student to learn composition, make-up and presswork, and to become acquainted with various kinds of duplicating machines now used so extensively in commercial work.

The department has a good collection of reference books. These are well distributed among the different branches of commercial work, and additions are being made as rapidly as possible.

For the benefit of the commercial students, most of the leading magazines on commercial subjects are on file in the department. The list includes:

System	World's Work
Printer's Ink	The Gregg Writer
Advertising and Selling	The Shorthand Writer
Judicious Advertising	The Stenographer and Phonographic World
The Business Educator	Current Opinion
The Business Journal	Manual Training and Vocational Guidance
Modern Methods	Illinois Law Review
The Business Magazine	The Independent
The Congressional Record	
The Outlook	

### COMMERCIAL MUSEUM.

A commercial museum which contains exhibits showing in detail the methods and processes of manufacture from the raw material to the



finished product is now considered a necessary part of the equipment for the study of commercial geography. As well as having a distinctive educational value, such exhibits serve to create additional interest in the various lines of industry. During the past three years, school exhibits have been received from practically all of the largest manufacturing concerns in this country. These have been improved and greatly enlarged by the addition of much valuable illustrative material and a large collection of photographs, post cards, and maps.

The Commercial Museum is located on the third floor of the main building immediately adjoining the geography department. Glass cases have been provided and the material attractively displayed. This includes a fairly comprehensive display of the cereals, beverages, cotton, wool, silk, petroleum, cement, nitrates, iron and steel, etc. Each exhibit is accompanied by charts, maps, and a complete list of reference readings.

In an adjoining room are stored all the maps, charts, and pictures of the department.

### VISUAL INSTRUCTION.

A new D 1916 Motiograph moving picture machine has been installed, and films illustrating all phases of industrial and commercial activities are presented.

Through the cooperation of the Bureau of Commercial Economics, Washington, D. C., an institution associated with the government, manufacturers, producers and transportation lines of America and other countries, we are able to furnish the school an industrial film service unsurpassed. Two exhibits are given each week. The description or lecture is given by a member of the faculty or a senior student who has been assigned a special topic for investigation. A number of the manufacturers send their own demonstrators with their exhibit.

In addition, several hundred excellent lantern slides have been added during the present year, including 345 Keystone slides, the gift of Mr. Paul Yates of Chicago. Visual instruction and the collection of illustrative material are made a strong feature of the course in commercial geography.

### LECTURE COURSE.

The following series of lectures are scheduled for the year 1916:

Professor Stephen W. Gilman, University of Wisconsin.

Joseph S. Knox, Knox School of Salesmanship, Cleveland, Ohio.

K. A. Dorwan, Indianapolis, Ind.

Rev. W. A. Rowell, Beloit, Wis.

### PRIZES.

Several prizes are offered annually for excellence in scholarship in the different commercial subjects.

**Commercial Arithmetic.** A gold medal is awarded to the student who passes the best test in the various processes of rapid calculation.

**Bookkeeping and Accountancy.** Through the courtesy of the H. M. Rowe Company, Baltimore, Maryland, the school is able to offer a gold medal to the student who does the best work for the year in bookkeeping and accountancy.

**Penmanship.** A gold medal is offered to the student who does the the best work in penmanship. This medal is offered through the courtesy of James C. Reed, Director of the Department.

**Shorthand.** John Robert Gregg, Author and Publisher of the Gregg System of Shorthand, has authorized the school to offer a gold medal to the student who makes the best record in Gregg Shorthand for the year.

**Typewriting.** The Remington Typewriting Company has offered a gold medal to the student making the highest speed record in typewriting for the year.

### ADVANCED CREDITS.

Advanced credit is given to students who have completed commercial subjects in special schools when such work is beyond the requirements for graduation from an accredited high school commercial course.

The graduates of high school commercial courses may be allowed not to exceed fifteen hours of credits toward graduation. This would require three years of high school work, for which advanced credit may be received, and may be one year of bookkeeping, and two years of shorthand and typewriting; or two years of bookkeeping and one year of shorthand and typewriting; or one and one-half years of each of the above subjects.

Students who expect to receive advanced credit in bookkeeping must:

1. Submit for inspection the set of books which they completed in the high school.
2. Pass a satisfactory entrance examination in all of the accounting courses for which they seek advanced credit.

Students who expect to receive advanced credit in shorthand and typewriting must be able to write by actual test ordinary letters at eighty words a minute in shorthand, and to copy new matter on the typewriter at not less than twenty-five words per minute, net, for ten minutes with not more than ten mistakes. The ability to meet these requirements will entitle the student to five advanced credits.

Students who have studied shorthand in the high school for two years and who desire to obtain ten advanced credits in this subject must be able, by actual test to write prose at not less than one hundred words per minute, or letters at one hundred and twenty words per minute, and to copy new matter on the typewriter at not less than forty words per minute, net, for fifteen minutes with not more than fifteen errors.

Advanced credit will not be given for any other high school work.

### REQUIREMENTS FOR GRADUATION.

A diploma will not be granted in the teachers' course to any one under twenty-one years of age. A teacher's diploma will not be granted to any one who has not been a resident student for at least one and one-half years. Before graduation a student must pass a test in spelling. To graduate from the business course a student must secure one hundred unit hours of credit. To graduate from the teachers' course the student must secure one hundred and ten units of credit. To secure a certificate

of proficiency in the one year business course the student must secure fifty unit hours of credit. The supervisors' course requires a credit of one hundred and sixty unit hours for graduation. To pass in a subject a student must secure a grade of seventy-five per cent.

#### DEFINITION OF A UNIT HOUR.

A unit hour as used in this catalogue means one recitation per week for eighteen weeks. A student reciting in a subject five times per week for eighteen weeks and making a passing grade is entitled to five unit hours of credit. Recitation periods are fifty minutes in length.

#### VOCATIONAL GUIDANCE.

It is not every student who can become a successful teacher of commercial subjects. Some excellent students make poor teachers. Such persons should seek business positions. It is not always possible for a faculty to determine at first which students will become good teachers, and which should enter the business course. During the junior year each student is very closely observed, and advised at the close of the year whether, in the opinion of the faculty, he should continue in the teachers' course, or change to the business course, or leave school. Only promising students are encouraged to enter the senior class in the courses for the training of commercial teachers.

#### Courses For Commercial Teachers.

This course is intended for those who have had a commercial course in high school. It presupposes not less than three years of commercial work in the high school. It is open only to those high school graduates who have had three years of commercial work or an equivalent thereto. On graduation, the student receives a normal school diploma, and a certificate to teach commercial branches in high schools. The student must make a declaration of intention to teach. Requirements for graduation: 110 unit hours. Fees: \$10.00 per year.

##### First Year.

First Semester		Second Semester	
Commercial Arithmetic	5 hrs.	Commercial Arithmetic	5 hrs.
English	5 hrs.	English	5 hrs.
Shorthand Review	5 hrs.	Psychology	5 hrs.
Typewriting	2½ hrs.	Typewriting	2½ hrs.
Penmanship	2½ hrs.	Bus. or Ornamental Pen.	2½ hrs.
Physical Education	2½ hrs.	Physical Education	2½ hrs.
		Observation, (Last Qtr.)	2½ hrs.
Entrance Requirement	Credit		15 hrs.

##### Second Year.

First Semester		Second Semester	
Advanced Bookkeeping II.	5 hrs.	Cost Accounting IV,	5 hrs.
Practice	5 hrs.	Advertising	5 hrs.
English	5 hrs.	Commercial Law	5 hrs.
Commercial Geography	5 hrs.	Commercial Geography	5 hrs.
Advanced Shorthand	5 hrs.	Salesmanship	5 hrs.

#### TWO AND ONE-HALF YEAR COURSE

This course is intended for those who have had no commercial work in the high school. It is open only to high school graduates. On graduation, the student receives a normal school diploma, and a license to teach



commercial branches in a high school. The student must make a declaration of intention to teach. Requirements for graduation: 130 unit hours. Fees: \$10.00 per year.

#### First Year.

First Semester	Second Semester
Commercial Arithmetic ----5 hrs.	Commercial Arithmetic ----5 hrs.
English ----5 hrs.	English ----5 hrs.
Shorthand ----5 hrs.	Shorthand ----5 hrs.
Typewriting ----2½ hrs.	Typewriting ----2½ hrs.
Penmanship ----2½ hrs.	Bus. or Ornamental Pen. 2½ hrs.
Physical Education ----2½ hrs.	Observation (Last Quar.) 2½ hrs.

#### Second Year.

First Semester	Second Semester
Commercial Geography ---5 hrs.	Commercial Geography ---5 hrs.
Psychology ----5 hrs.	Practice ----5 hrs.
Bookkeeping (Course I.) --5 hrs.	Commercial Law ----5 hrs.
Shorthand ----5 hrs.	Advertising ----5 hrs.
Typewriting ----2½ hrs.	Salesmanship ----5 hrs.

#### Third Year.

##### First Semester

Bookkeeping (Course II.) -----5 hrs.
Physical Education -----2½ hrs.
English -----5 hrs.
Elective -----5 hrs.

The elective may be from the following:

Money, credit and banking -----5 hrs.
Economic History -----5 hrs.
Ornamental Penmanship -----2½ hrs.
Typewriting -----2½ hrs.

If preferred, the work of the third year may be done in two summer sessions. This allows the student to graduate in two years from the time of entering.

### ACCOUNTING COURSE.

#### Two Years.

This course is intended for those who desire to specialize in accounting. It is open only to high school graduates who have had three years of commercial work in the high school, two years of which must be bookkeeping. The student should be able to write a good business hand. On graduation, the student receives a normal school diploma, and a certificate to teach commercial branches in high schools. The student must make a declaration of intention to teach. Requirements for graduation: 110 unit hours. Fees: \$10.00 per year.

#### First Year.

First Semester	Second Semester
Theory of Accounts -----5 hrs.	Cost Accounting -----5 hrs.
Commercial Arithmetic ----5 hrs.	Commercial Arithmetic ----5 hrs.
Commercial Geography ----5 hrs.	Commercial Geography ----5 hrs.
English -----5 hrs.	English -----5 hrs.
Business Penmanship ----2½ hrs.	Bus. or Ornamental Pen. 2½ hrs.
Physical Education ----2½ hrs.	Observation -----2½ hrs.
Entrance Requirement Credits -----15 hrs.	

**Second Year.**

First Semester		Second Semester	
Accounting Problems	5 hrs.	Insurance & Statistics	5 hrs.
English	5 hrs.	Commercial Law	5 hrs.
Shorthand	5 hrs.	Shorthand	5 hrs.
Typewriting	2½ hrs.	Typewriting	2½ hrs.
Psychology	5 hrs.	Practice	5 hrs.
Physical Education (First or Second Semester) ----2½ hrs.			

**SHORTHAND COURSE.****Two Years.**

This course is intended for those who desire to specialize in shorthand. It is open only to high school graduates, who have had three years of commercial work in the high school, two of which must be shorthand. The previous preparation may be in the Gregg System or in any of the recognized Pitmanic Systems, as Isaac Pitman, Benn Pitman, Graham or Munson. The student at the time of entrance must be able to take dictation of letters at the rate of one hundred words per minute. He is allowed to finish his course in the system he has already studied, within the limitations mentioned above. On graduation, the student receives a normal school diploma, and a certificate to teach commercial branches in high school. The student must make a declaration of intention to teach. Requirements for graduation 110 unit hours. Fees: \$10.00 per year.

**First Year.**

First Semester		Second Semester	
Rev. of Shorth'd (Co. III)	5 hrs.	Adv'd Dictation (Co. IV)	5 hrs.
Typewriting	2½ hrs.	Typewriting	2½ hrs.
English	5 hrs.	English	5 hrs.
Penmanship	2½ hrs.	Bus. or Ornamental Pen.	2½ hrs.
Commercial Arithmetic	5 hrs.	Commercial Arithmetic	5 hrs.
Physical Education	2½ hrs.	Observation (Last Qtr.)	2½ hrs.
Entrance Requirement Credits -----15 hrs.			

**Second Year.**

First Semester		Second Semester	
Adv'd Shorthand (Co. V)	5 hrs.	Shorth'd Methods (Co. VI)	5 hrs.
Bookkeeping	5 hrs.	Bookkeeping	5 hrs.
Psychology	5 hrs.	Commercial Law	5 hrs.
English	5 hrs.	Practice	5 hrs.
Commercial Geography	5 hrs.	Commercial Geography	5 hrs.
Physical Education (First or Second Semester) ----2½ hrs.			

**PROFESSIONAL COURSE FOR SUPERVISORS OF  
COMMERCIAL WORK.**

**Three Years.**

This course is open to high school graduates or those of equal or better preparation. It leads to a diploma with teacher's certificate. It consists of any of the regular two year courses for teachers, with an additional year intended to prepare the student for the supervision of commercial work. The outline of the additional year is given below. The student must make a declaration of intention to teach. Requirements for graduation: 160 unit hours. Fees: \$10.00 per year.

**Third Year.**

First Semester	Second Semester
Supervision -----5 hrs.	Supervision -----5 hrs.
Commercial and Industrial	Economic Geography -----5 hrs.
Geography of Wis. Zone --5 hrs.	Statistics -----5 hrs.
Economic History -----5 hrs.	Electives -----10 hrs.
Electives -----10 hrs.	

The electives may be chosen for the following:

History of Commerce -----5 hrs.	Accounting Problems -----5 hrs.
Business Administration --5 hrs.	Spanish -----10 hrs.
Interpretation of Accts. --5 hrs.	Advanced Shorthand -----5 hrs.

**Business Courses.**

Although the commercial work is planned primarily for those who intend to teach, provision has been made for students who expect to take up a business career. Such students are given a thorough training for positions as practical stenographers, secretaries, and bookkeepers. The length of the course, the experienced instructors, and the modern equipment guarantee the best possible results. The school's proximity to the two great commercial centers, Milwaukee and Chicago, affords ample opportunity to secure desirable positions in the commercial field for all who prove to be worthy of recommendation.

**TWO YEARS.**

This course is open to high school graduates or those of adequate preparation. It leads to a diploma (Corresponding to the college course diploma) without a teacher's certificate. It offers a thorough commercial training to students who do not wish to teach. Requirements for graduation: 100 unit hours. Fees: \$28.00 per year.

**First Year.**

First Semester	Second Semester
Commercial Arithmetic -----5 hrs.	Commercial Arithmetic -----5 hrs.
English -----5 hrs.	English -----5 hrs.
Penmanship -----2½ hrs.	Penmanship -----2½ hrs.
Bookkeeping -----5 hrs.	Bookkeeping -----5 hrs.
Stenography -----5 hrs.	Stenography -----5 hrs.
Typewriting -----2½ hrs.	Typewriting -----2½ hrs.
Physical Education (First or Second Semester) ----2½ hrs.	

**Second Year.**

First Semester	Second Semester
Cost Accounting -----5 hrs.	Commercial Law -----5 hrs.
Stenography -----5 hrs.	Stenography -----5 hrs.
Typewriting -----2½ hrs.	Typewriting -----2½ hrs.
English -----5 hrs.	Advertising -----5 hrs.
Electives -----7½ hrs.	Salesmanship -----5 hrs.
	Physical Education -----2½ hrs.

Electives may be made from the following:

Commercial Geography -----5 hrs.
Ornamental Penmanship -----2½ hrs.
Economic History -----5 hrs.

**ONE YEAR.**

This course is open to persons of suitable age and attainments, qualifications to be determined by personal application and examinations. It leads to a certificate of proficiency in specified subjects. Requirements for certification: 50 unit hours. Fees: \$28.00 per year.



First Semester		Second Semester	
Commercial Arithmetic	5 hrs.	Commercial Arithmetic	5 hrs.
English	5 hrs.	English	5 hrs.
Penmanship	2½ hrs.	Penmanship	2½ hrs.
Bookkeeping	5 hrs.	Bookkeeping	5 hrs.
Stenography	5 hrs.	Stenography	5 hrs.
Typewriting	2½ hrs.	Typewriting	2½ hrs.
Physical Education (First or Second Semester)			2½ hrs.

A student is not required to carry full work in this course. Those who have not had a complete high school course may take less than full work, but no certificate is granted until fifty units have been completed. A student may carry half work in this course and work half time in a down town office. In this way a number of our students are able to earn a part of their expenses.

### PREPARATION FOR CIVIL SERVICE EXAMINATIONS.

Government service is now proving attractive to many young people. Candidates for positions in this service have to take competitive examinations; and the Commercial Department gives thorough preparation in both shorthand and accounting for those who desire to take these examinations. Below is given the requirements for examination in the service of the U. S. Government.

Stenographic positions pay from \$600.00 to \$1500.00 per year.

Subjects of the Civil Service examination for a stenographic position and relative weights are as follows:

Arithmetic	5
Stenography	70
Report Writing	10
Penmanship	5
Copying from Rough Draft	10
Total	100

Bookkeeping positions pay from \$720.00 to \$1200.00 a year.

Subjects of the Civil Service examinations for bookkeeping positions:

Spelling	10
Arithmetic	15
Penmanship	10
Report Writing	15
Copying and Correcting Manuscript	10
Bookkeeping	40
Total	100

Age limit: 18 years or over.

### WISCONSIN CIVIL SERVICE EXAMINATIONS.

#### STENOGRAPHERS.

Grade A. Dictation at 120 and 140 words per minute for all positions of expert stenographer.

Grade B. Dictation at 100 words per minute. Maximum salary \$83½ per month.

Grade C. Open to persons without experience in office work. Dictation at 80 words per minute.

Subjects of Examination.

Relative Weights.

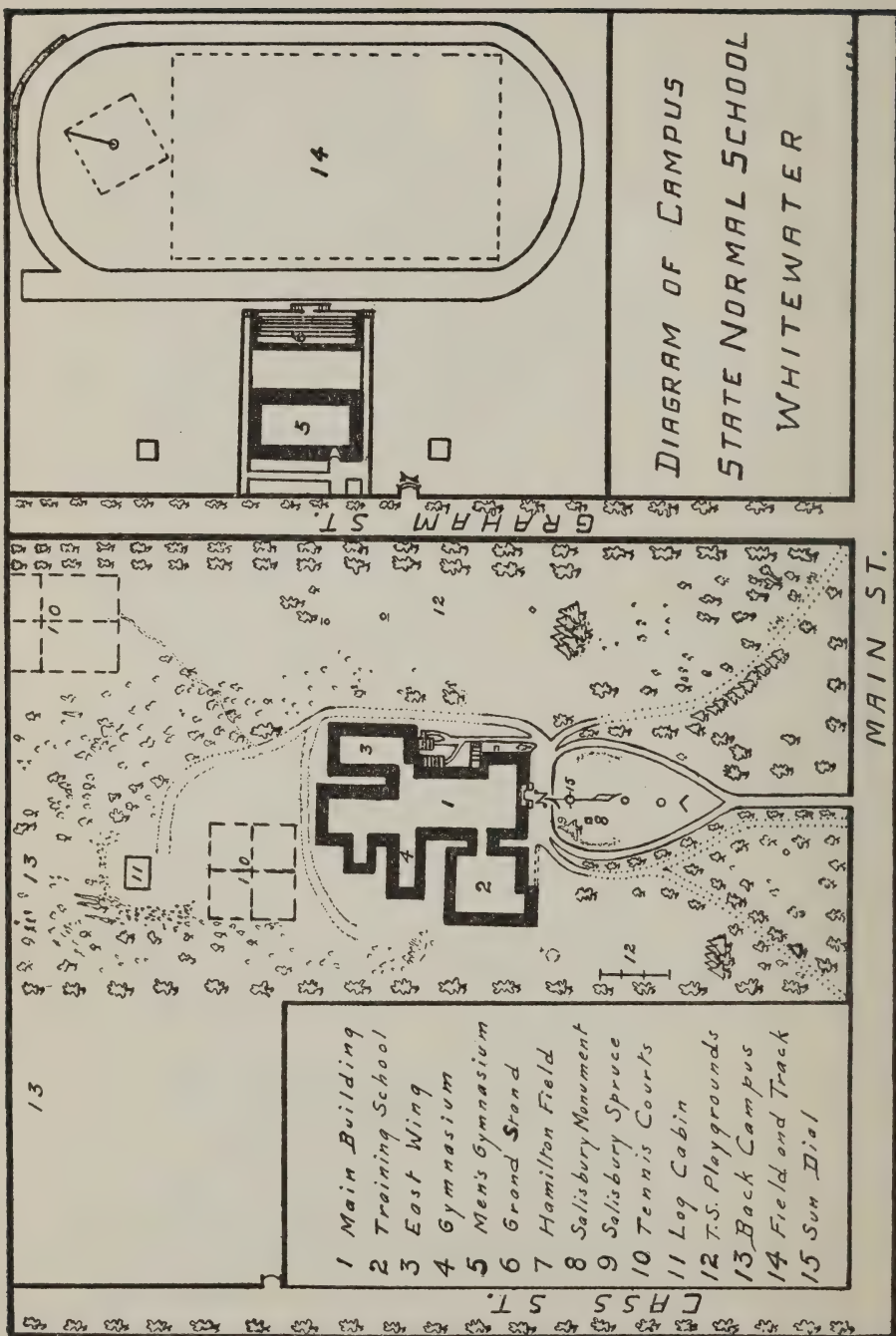


DIAGRAM OF CAMPUS  
STATE NORMAL SCHOOL  
WHITEWATER

- 1 Main Building
- 2 Training School
- 3 East Wing
- 4 Gymnasium
- 5 Men's Gymnasium
- 6 Grand Strand
- 7 Hamilton Field
- 8 Salisbury Monument
- 9 Salisbury Spruce
- 10 Tennis Courts
- 11 Log Cabin
- 12 T.S. Playgrounds
- 13 Back Campus
- 14 Field and Track
- 15 Sun Dial

MAIN ST.

GRAHAM ST.

CASS ST.

1. Spelling -----	1
2. Typewriting (speed test in copying) -----	1
3. Letter writing -----	1
4. Stenography tested by dictation at the rate of 80, 100, 120, and 140 words a minute, to be transcribed on the typewriter (Preliminary dictation at 80 words a minute) -----	3
5. Experience paper (questions on experience, educa- tion, etc.) and oral interview -----	4
<hr/>	
Total -----	10

The highest grade in the stenographic work (Subject No. 4) in which the candidate receives 70 per cent. or over will be the candidate's grade, provided the marks obtained in the experience paper and other subjects warrant it.

### TYPISTS.

Stenographic ability unnecessary. Positions open to both men and women. Minimum age 18 years. Salaries \$35 to \$60 per month. Candidates who take the examinations for both stenographer and typist will not have their names placed on the eligible list of typist in case they qualify as stenographer.

Subjects of Examination.	Relative Weights.
1. Spelling (same as for stenographer) -----	1
2. Typewriting (speed test in copying) -----	2
3. Letter writing (same as for stenographer) -----	1
4. Typewriting (speed test in tabulating) -----	2
5. Experience paper (questions on experience, education, etc.) and oral interview -----	4
<hr/>	
Total -----	10

In order to pass as typist, candidates must obtain an average of not less than 70 per cent in subjects 2 and 4. Candidates who do not meet this requirement will not be rated in their other papers, nor will they receive an average standing.

### OUTLINE OF SUBJECTS

#### COMMERCIAL ARITHMETIC.

The object in presenting this course is three-fold: first, it is desired to make the work strictly commercial, and, with this in view, problems from real business life will be made the basis of the work; second, it is the aim to give a training that develops correct reasoning and leads to clearness of thought and expression; third, it is desired to give to the student the latest ideas in rapid calculation and to familiarize him with these modern methods to the extent that his speed and accuracy will be greatly increased.

The course covers a period of one year. The first semester will be devoted exclusively to advanced rapid calculation work. Modern methods of mental computation will be presented and drilled upon until mastered, and a thorough course in the use of computing machines for



solving business problems will be given. The students will be taught how to operate the machines, and sufficient laboratory work will be given to develop proficiency.

The work of the second semester will consist in the solution of practical, but difficult, business problems, compiled from actual business conditions. Following is a general outline of the work to be covered in each semester.

#### **Mental and Mechanical Computation (18 wks.)      First Semester**

Drills to develop rapid thinking. Single column, single figure addition, scientifically presented. Theory of grouping in addition. Horizontal addition. Scientific treatment of subtraction. Use of complements in the fundamental processes. Cross multiplication. Horizontal extensions. Short method of multiplying long decimals, true to any required degree of accuracy. Special devices in multiplication. Short methods in division. Contracted method of division of long decimals. Use of aliquots in multiplication and division. Current ideas in handling fractions. Methods of testing the accuracy of results.

Laboratory work in the use of computing machines in solving all kinds of commercial computations; as, serial discounts, pay-rolls, tax tables and extensions, foreign exchange, interest, saving accounts, bank balances, prorating, percentages, invoices, etc. [Goff]

#### **Commercial Arithmetic (18 wks.)      Second Semester**

Solution of difficult business problems taken from the various lines of trade. Determination of costs and selling prices. Insurance problems. Savings-bank accounts. Stock and bond transactions. Board of Trade problems. Use of graphs in interpreting statistics. Commission transactions. Short methods of interest computation. Partial payments on interest bearing debts. Construction, interpretation, and use of interest, annuity, sinking-fund, and bond value tables. Domestic and foreign exchange. Taxes and United States customs. Storage problems. Partnership settlements. Building and loan associations.

In presenting the above, the student is made thoroughly familiar with the trade conditions that underlie the different transactions, and the use of short methods is constantly emphasized. Text: *Van Tuyl*, Complete Business Arithmetic. [Goff]

### **ACCOUNTING.**

The object of the courses is to provide a practical as well as a theoretical training. The student is made familiar with present-day methods:

1. Of keeping a systematic record of business transactions, and
2. Of teaching the subject so he can instruct successfully the students going out from the high schools of the state as bookkeepers and office employees.

Students in the accounting course must offer on entrance the equivalent of Course 1. All students seeking advanced credit must:

1. Submit for inspection their sets of books completed prior to entrance into this department.
2. Pass satisfactorily an entrance examination in all the accounting courses considered preliminary to that to which they seek admission.

Credit of five unit hours is granted for the successful completion of any of the courses. The five unit hours consist of two hours' class work a day five days each week for eighteen weeks. The time required for outside preparation and homework is from five to ten hours a week.

## Course 1 (18 wks.)

## First Semester

**ELEMENTARY BOOKKEEPING-THEORY AND PRACTICE**

The purpose of the course is to prepare the student for admission to the advanced work, and everything not strictly bookkeeping is excluded. It presents the common principles underlying all systems of accounts, and considers thoroughly the terms, methods, and forms that **must be understood** by all bookkeepers, all transactions which are likely to occur in the conduct of a business. The course carries the student through the elements of the subject, the amount of ground covered being that of a good first year course in bookkeeping. Special attention is paid to journalizing. The training is such that one will be able to express, in journal-entry form any bookkeeping facts which may be presented to him. The work is practical in every way.

The course teaches the double entry system. The evolution of the modern journal from the simple form is impressed upon the student by means of practical illustrations, showing the need for the improvements made. Several complete sets of books covering different lines of business are worked out in detail, so that the student is led to a clear comprehension of their purpose, and to the mastery of modern methods. Texts used are *Miner*, Bookkeeping, Complete Course, and *Rowe*, Bookkeeping and Accountancy.

Some of the topics treated are: Principles of double entry. Form of an account. Cash account. Merchandise account. Expense accounts. Personal accounts. Proprietor's account. Journal. Ledger. Single proprietor. Partnership. Trial balance. Simple statements. Articles of co-partnership. Drawings. Division of profits. Columnar and return purchases. Discounts. Commercial paper. Controlling accounts. Principles of classification. [Bennett]

## Course II. (18 wks.)

## First Semester.

**ADVANCED BOOKKEEPING-THEORY AND PRACTICE.**

This subject is an introduction to the study of accounting as adapted to the demands of general business. It aims to give students an understanding of fundamental principles and ability to apply them. Practice here, also, is regarded as most essential, the students being required to work out complete sets of transactions in books of account. The transactions begin with the accounts of a corporation. The text used is *Rowe*, Bookkeeping and Accountancy.

Some of the topics treated are: The opening, adjusting, and closing of corporation accounts. Corporation law and procedure from the accounting standpoint. Stock. Stock discount and premiums. Surplus. Goodwill. Depreciation. Subscriptions. Capital. Corporation records. Preparation of detailed revenue statements. Consignments. Dividends. Sinking funds. [Bennett]

## Course III (18 wks.)

## First Semester

**THEORY OF ACCOUNTS.**

This course develops the subject logically, presenting to the student not only the principles underlying bookkeeping practices, methods of de-

signing systems and records, the various ways of using those records for information and guidance in development of the enterprise, etc., and the relation of accounting to such allied subjects as economics, law, finance, and business organization.

Accounting is presented from an accountant's point of view as a science rather than as an art. It carries the student far beyond the elementary technique of the subject. Books are discussed from the standpoint of their evolution and desirability as proper media in which to record the history and results of business operations. Accounting technique and method are considered with regard to the requirements of law, finance and business organization. A number of the problems and questions which form the basis of the work are taken from C. P. A. examination papers.

Some of the topics treated are: Classification of accounts. Methods of designing systems of bookkeeping records. Double entry vs. single entry. Capital and revenue. Investments. Capital assets. Depreciation. Goodwill. Liabilities. Subsidiary accounts. Reserves. Accruals. Trial balance. Profit and loss statements. Balance sheet. Partnership accounting. Corporation accounting. Accounts of non-trading concerns. Statements of affairs and deficiency accounts. Realization and liquidation. Patents, copy rights, and trademarks. Insurance. Taxes. Closing entries. [Bennett]

#### **Course IV (18 wks.)**

#### **Second Semester**

Cost accounting. This subject is intended to give the student a thorough knowledge of cost accounting principles, and to present the practical methods that are in actual use. An inquiry is made into the various reasons for ascertaining costs. Conditions surrounding various lines of production are analyzed. The elements composing factory cost are discussed.

Materials and supplies are traced from time acquired until located in the complete product. Labor is traced through its various steps into the work in process. Overhead is discussed thoroughly with reference to items contained therein and bases of their distribution. Wage systems, efficiency work, graphs and charts are considered carefully. A set of manufacturing cost books and records are worked out. Problems and theory questions are taken from C. P. A. examinations.

Some of the topics treated are: Elements of cost. Raw material. Store records. Labor. Direct or productive labor. Indirect or nonproductive labor. Labor records. Time cards. Payrolls. Prime cost. Factory expense, departmental and general. Expense distribution. Charts. Reports. Controlling accounts. Wage systems. Manufacturing, trading and profit and loss statements. [Bennett]

#### **Course V (18 wks.)**

#### **Second Semester**

#### **Accounting Problems.**

The purpose of this course is to give practice in the solving of basic accounting problems as met in actual accounting practice. A problem, its solution, and the principles applicable to the case are discussed. The student is then required to apply these principles in the solution of other problems of a similar nature. The problems used are selected from the



C. P. A. examinations of the various states.

Some of the subjects treated are: Corporations. Executors. Insurance adjustments. Revenue accounts. Joint adventures. Partnership. Realization and liquidation accounts. Statement of affairs and deficiency account. [Bennett]

### COMMERCIAL ENGLISH.

The object of these courses is to give power of self-expression in English adapted to the exigencies of business life. From the compositional point of view it aims at logical analysis of business situations, organization of thought, and effectiveness of expression. On the literary side, it emphasizes the contemporary literature of the business world as found in the best books and periodicals. The result desired is that mastery of clear thinking that leads to forceful expression.

#### Course I (18 wks.)

##### First Semester

**General:** English grammar reviewed and studied from the angle of actual speech and writing. Sentence structure. The diction of business. A study of outlining leading to simple paragraph themes upon prepared outlines. Daily spelling and punctuation.

**Oral:** Reports are given one day each week upon reading. Informal discussions are encouraged and debates are prepared. The object sought is the elimination of specific speech errors, one by one.

**Literary:** Comparative study of five of the best periodicals of general interest and five of the best business periodicals is so carried on throughout the semester that every student by the end of the term is familiar with the ten periodicals. An English Club is organized within the class to meet twice a month, giving practice in parliamentary procedure and furnishes programs of cultural value. [Smith]

#### Course II (18 wks.)

##### Second Semester

**Correspondence:** About two-thirds of the time is devoted to a study of the following types of letters: Inquiries, orders, acknowledgments, adjustments, credits, collections, sales, follow-ups, circulars, and applications for positions. After stating certain fundamental principles governing each type of letter, the instructor gives a group of probable situations, each of which is to be answered by an effective letter. When these letters have been corrected and revised, the student writes a theme summing up the theory of that particular type of letters. All approved work is typewritten for final inspection, graded, and returned to the student to be kept neatly in a loose leaf note book. By the end of the semester, each student has a text and reference book on correspondence which he has written himself.

**Oral:** One oral report a week is required throughout the semester based upon business situations or the broader phases of commercial life.

**Literary:** The student is expected to read intensively two good books on business subjects, reporting on cards provided for the purpose. The English Club of the preceeding semester is continued. [Smith]

#### Course III (18 wks.)

##### First Semester

This semester's work is planned to develop; one, power of extended organization; two, mastery of paragraph structure; three, ability to an-

alyze business situations; four, a personal business style.

At the beginning of the semester a subject, suited for actual investigation, is chosen. The results of three months investigation upon this subject are accumulated on a card outline system, and toward the end of the semester, embodied in a theme of fifteen hundred words.

The kinds of paragraphs and their means of development are studied. The analysis of business situations is used as material for these paragraphs.

A personal style is sought by the study of unity, coherence, and emphasis, idioms of speech, and the live word.

Methods of teaching Commercial English are discussed throughout the semester. Special stress is laid upon the enforcement of correction and revision of themes. Applications for teaching positions are studied during the last month.

The English Club is continued, featuring extended oral topics from eight to ten minutes in length. [Smith]

### SHORTHAND.

Two systems of shorthand are taught, the Munson and the Gregg. The Munson system represents the latest and the best efforts to perfect a system of shorthand along Pitmanic lines. It is the most complete and logically developed of any of the Pitmanic systems. The Gregg is without question the best light-line system that has ever been devised.

In giving students an opportunity to take up either of the above named systems, the school has adopted a very liberal policy. Students are permitted to continue the shorthand work they have taken in high school; if a student has completed a year or more in the Gregg system or in any of the recognized systems, as Munson, Isaac Pitman, Benn Pitman, or Graham, he will be allowed to complete his course in the system already studied.

The courses in shorthand include, in addition to a complete mastery of the systems presented, a study of the best methods of teaching the various phases of the subject and of the best material available to insure success as a teacher.

#### Course I (18 wks.)

#### Second Semester

A thorough study and mastery of the fundamental principles of the system chosen, either Munson or Gregg. The course takes up the word building principles and aims to develop the ability to write words according to the rules of the system studied without hesitation. Phrasing is introduced early, and the word signs of the system are thoroughly mastered. Text: *Van Sant*, Revised Munson Phonography. [Reed]

*Gregg*, Shorthand Manual; Progressive Exercises; Beginners' Letter drills. [Miss Slater and Mrs. Burnett]

#### Course II (18 wks.)

#### Second Semester

Munson Dictation Course. Translation of the Van Sant Reader. Dictation of letters based on the Van Sant Reader. Translation of the "Worlds Greatest Short Stories" in Munson shorthand, and dictation based on the same. Requirements: Ability to write letters at not less than 80 words per minute. [Reed]







TRAINING SCHOOL AND LIBRARY

Gregg Dictation Course. Based on "Gregg Speed Practice," including a thorough review of the principles of the system, the translation and dictation of phrase letters, and dictation of general business letters; also translation of "The Great Stone Face," and dictation based on the same. Requirements: Ability to write business letters at not less than 80 words per minute. [Miss Slater and Mrs. Burnett]

**Course III (18 wks.)**

**First or Second Semester**

Advanced Dictation Course, Munson System. Translation of "Good Business Letters" and "Choice Selections No. 1, No. 2, and No. 3" Dictation of prose selections. Requirements: Ability to write prose at not less than 100 words per minute. Dictation text: *Eldridge*, Shorthand Dictation Exercises. [Reed]

Advanced Dictation Course—Gregg System. Completion of "Gregg Speed Practice." Translation of "The Gregg Shorthand Reader," and "The Legend of Sleepy Hollow." Dictation of prose selections. Advanced practice of Gregg Shorthand. Lectures on the history of shorthand. Requirements: Ability to write prose at not less than 100 words per minute, [Miss Slater]

(This course is given in the second semester for students in the two-year shorthand course, and in the first semester for students in the general course.)

**Course IV (18 wks.)**

**First Semester**

Shorthand review course. This course is given in the first semester of the shorthand course and is open only to high school graduates who can take dictation of letters at 100 words per minute. A thorough study of the fundamental principles of shorthand. The stress is laid on the accuracy of the outlines rather than speed. A review is made of word signs, distinguished words, prefixes and suffixes, omission of consonants, omission of vowels, joined prefixes, compound joined prefixes, disjoined prefixes, joined affixes, disjoined affixes, analogical abbreviations, phrase writing, the principles of good phrase making, the use of breves, and methods of obtaining accuracy of outlines. [Reed and Miss Slater]

**Course V (18 wks.)**

**First Semester**

Advanced Shorthand. Translation of prose selections from shorthand into English. Rapid reading. Dictation of prose selections. Dictation from David Wolfe Brown's "Factors of Shorthand Speed." Selections from the "Universal Dictation course." The writing of two of Daniel Webster's speeches, "Bunker Hill Monument" and "Adams and Jefferson." Requirements: Ability to write prose at the rate of 135 words per minute. [Reed]

**Course VI (18 wks.)**

**Second Semester**

Shorthand methods. A study of the methods of teaching shorthand. Elements in the recitation. Faults to be avoided in the teaching of shorthand. Essentials of shorthand speed. Selection of dictation material. Proper methods of conducting a speed class. Relative merits of repeated and new matter. Qualifications and duties of a shorthand secretary. Editing of material. Court reporting. Requirements: Ability to take court

testimony at the rate of 175 words per minute. [Reed and Miss Slater]

### **TYPEWRITING.**

Required of all students in stenography. A thorough course in touch typewriting, bringing into use all the standard makes of machines. It is designed primarily for teachers of typewriting, and special instruction is given in methods and practice. Accuracy is emphasized throughout the course. Students in the third and fourth semesters are allowed to do practical work, either in the down town offices or in the different offices and departments of the school.

#### **Course I (18 wks.)**

#### **First Semester**

Instruction in the care and use of the typewriter; position at the machine; memorizing the keyboard; special drills and exercises to secure finger control and an even, firm touch; a thorough mastery of the keyboard through words and especially arranged sentences and letters. [Miss Slater and Mrs. Burnett]

#### **Course II (18 wks.)**

#### **Second Semester**

Continuation of letter writing; instructions in the use of the special machine attachments; the different forms and the proper arrangements of letters; legal papers, bills, statements, and other modern business forms; machine dictation; accuracy and speed tests conducted under the direction of the teacher. Tests for promotion: Ability to copy new matter at not less than twenty-five words per minute, net, for ten minutes with not more than ten errors. [Miss Slater]

#### **Course III (18 wks.)**

#### **First Semester**

Continuation of letter writing; correction of transcripts; arranging, paragraphing, capitalizing, and punctuating of letters and connected discourse; manifolding; advanced tabulation; stencil work; instruction in the use of the mimeograph, the letter press, roller-copier, and phonograph; machine dictation; accuracy and speed tests; transcription of shorthand notes. Test for promotion: Ability to copy new matter at not less than 40 words per minute, net, for fifteen minutes with not more than fifteen errors. [Miss Slater and Mrs. Burnett]

#### **Course IV (18 wks.)**

Arrangements of promiscuous matter; court reporting, evidence, arguments, pleas, petitions, degrees; specifications; transcription of shorthand notes with practice on matter covered in a day's work by a typewriter operator; training for advanced typewriting speed tests, with methods for forcing speed under high tension; preparation for civil service examinations. Lectures given on the pedagogy of typewriting and the most economical methods of securing skill in teaching the subject. Test for promotion: Ability to copy new matter at not less than 60 words per minute, net, for thirty minutes. [Miss Slater]

### **COMMERCIAL GEOGRAPHY.**

This course includes an intensive study of the industries of the principal commercial nations of the world, emphasizing man's activities as a direct response to geographic control and environment.

#### **Course I (18 wks.)**

#### **First Semester**

The United States: physical features, natural resources and their



conservation, water power, irrigation, problems of transportation and communication; soils, climates, and vegetable products; animal products; problems affecting the growth of cities, interstate and foreign commerce. Text: *Brigham*, Commercial Geography. [Wise]

**Course II (18 wks.)**

**Second Semester**

A survey of the commerce and industries of foreign countries, following the same general plan as in Course I. The government in its relation to commerce, social and moral effects of commerce, relation between exports and imports; interpretation of comparative statistics, maps, charts, illustrative material, lectures, recitations, special topics. Text: *Brigham*, Commercial Geography. [Wise]

**Economic Geography (18 wks.)**

**Second Semester**

This course consists of a general survey of the geography of the principal commercial nations. A careful study and analysis is made of the geographic, human, and economic causes which underlie the industrial and commercial development of nations. The causes which influence and determine the localization and diffusion of industries are carefully studied. Texts: *Mill*, International Geography; *Bartholomew*, Atlas of Economic Geography. Additional texts and references used: *Seeley*, Expansion, *Whelpley*, Trade of the World; *Huebner*, Agricultural Commerce; *Fisk*, International Commercial Policies; *Smith*, Commerce and Industry. Standard periodicals are used in connection with the daily work. [Wise]

**Economic Geography of South America (18 wks.)**

**Second Semester**

In this course emphasis is laid on the influence of South America in its commercial relations to the other continents of the world. Close study is made of the topography as a determining factor in its present development. The growth of industry, commerce, transportation, population, and labor of the various organized nations of South America receives consideration. Texts: *Brigham*, Commercial Geography; *Bryce*, South America, Observations and Impressions; United States Government bulletins; bulletins and publications of the Pan American Union; Commercial Reports. [Wise]

**Com. and Industrial Geog. of the Wis. Zone (18 wks.)**

**First Semester**

An extensive study of the geographic influences that have determined the agricultural and manufacturing industries of this region. Special investigation is made of the development of the large industries and the economic questions involved. Texts: States and Wisconsin Survey Bulletins; Journal of Geography. [Wise]

**COMMERCIAL SPANISH.**

The chief aim of these courses is to give an accurate knowledge of commercial Spanish. The writing and Conversational exercises assist in the accomplishment of this purpose. The literature which is read brings the student into contact with the civilization, the culture, and the business methods of the Spanish speaking countries.

**Course I (18 wks.)**

**First Semester**

The work comprises: Spanish pronunciation; rudiments of grammar including the conjugation of auxiliary, regular, and the more common irregular verbs, the inflection of nouns, pronouns, and adjectives; writ-

ing easy Spanish from dictation; composition; conversation; the reading of about 100 pages of very simple Spanish. [Bennett]

**Course II (18 wks.)**

**Second Semester**

The work comprises: Reading, composition, grammar, conversation. A thorough study of pronouns and irregular verbs is made. Composition is based on books read. The reading consists of about 200 pages of simple Spanish. [Bennett]

**Course III (18 wks.)**

**First Semester**

The work comprises: Composition, commercial correspondence, conversation, reading. Close attention is given to the vocabulary of trade and to Spanish forms of commercial correspondence. Each student subscribes to a magazine printed in the Spanish language. [Bennett]

**Course IV (18 wks.)**

**Second Semester**

The work comprises: A continuation of the work of Course III., composition, commercial correspondence, conversation, reading. [Bennett]

Credit will not be given for less than one year of Spanish.

**MISCELLANEOUS SUBJECTS.**

**Penmanship**

**First and Second Semesters.**

The object of the course is to acquire the ability to write a plain, legible business hand. Neatness, rapidity, and uniformity in execution are required rather than ornamentation. The time necessary to attain the required standard may vary in individual cases. Some students may complete the work in less than thirty-six weeks while others may require more than that amount of time. Students are excused from further instruction in the subject when they have reached the standard established. In case a student allows his hand writing to retrograde, he is required to re-enter the penmanship class and continue the study until his style of writing becomes permanently fixed.

The course consists of graded drills to secure the proper movement, uniformity, slant, and spacing. To complete the course, a student must be credited with not less than three acceptably written practice plates. The first plate consists of a selection of prose, the second of a business letter, and the third of a business statement involving figures, abbreviations, etc. At least two weeks must elapse between the execution of the plates. They must be written in the presence of the instructor and filed as the property of the school. A statistical study is also made of the progress of the class, based on the Thorndyke and Ayers tests. [Wise]

**Ornamental Penmanship (18 wks.)**

**Second Semester**

This course is designed for those who wish to prepare as teachers and supervisors of writing and others who wish to become proficient in the art of fine writing. The course includes ornamental writing, pen lettering in Old English and German, blackboard writing and methods of teaching. [Wise]

**Advertising (18 wks.)**

**Second Semester**

A practical application of the principles of business English to the problems of the advertiser. Classification and comparison of advertisements. Copy of advertisements. Classes of copy. Advertising mediums.

The problem of medium selection. Comparison of the various kinds of publications. Magazines and circulation statements. Newspaper advertisements. Trade papers. Outdoor advertising. The general advertiser. The advertising manager. Duties and qualifications. The advertising agency. The agent and the plan. Estimates and rate cards. Organization and the working methods of the agency. Disposal of advertising costs. Price maintenance. Trade mark problems. The manufacturer and his advertising problems. Advertising campaigns. Advertising appropriations. New uses and new forms of advertising. Psychology of advertising. Critical study of advertisements. Lectures, reports and practical work. [Reed and———]

**Advertising Art (9 wks. one hour per week)**

This course is given in connection with the regular work in advertising. It is intended primarily to develop appreciation of artistic advertising and to emphasize the economic value of art quality in commercial work. Typography, design, movements, emphasis, lettering and color as applied to advertising. [Miss Grace Baker]

**Salesmanship (18 wks.)**

**Second Semester**

A course of lectures, discussions, and recitations on the theory, principles, and ethics of salesmanship, supplemented by demonstrations with actual goods in sales practice. Among the topics discussed are the following: Scientific analysis of the art of selling; psychology of salesmanship; sales logic; business ethics; analysis of goods and markets; the selling force, its organization and management; selling policies and problems; selling talks; methods of opening a new territory; methods of eliminating waste; important characteristics, habits, and methods of the salesman; the customer, his idiosyncracies, business and social relations; how to secure attention, awaken interest, and create a desire for goods; closing the sale; modern methods of credit; caring for the customer.

Text: *Fowler*, Practical Salesmanship. Other texts and reference books used: International Library of Technology, Volumes 118-119; *Scott*, Influencing Men in Business; *Knox*, The Science of Applied Salesmanship. [Wise]

**Psychology of Commercial Subjects (18 wks.)**

**Second Semester**

A study of the fundamental principles of psychology with an application of these principles to the problems of the commercial teacher. The following topics are studied: the general features of the conscious life; sensation; apperception; association; dissociation; attention; perception; memory; imagination; conception; judgment; reasoning; development of volition. Psychology and advertising; principles of appeal and response; establishing associations; law of suggestion; attention and memory devices; strength of instincts and interest. Psychology and salesmanship. Psychology as applied in teaching bookkeeping, arithmetic and penmanship. Psychology of skill in relation to the teaching of shorthand and typewriting. The development of speed. The curve of learning. Causes of periods of retardation. Analysis of the learning consciousness. The letter association stage in typewriting. The syllable and word association stage. The expert stage. Distribution of attention in the various



stages of the learner's progress. Visual and motor-tactual images. Development of motor-tactual control. Short circuiting. Retention of skill. Acquirement of habits. Testing and measuring results in commercial education. Lectures and assigned readings. [Reed and James]

**Observation (9 wks.)**

Each Junior in the teachers' course is required to take work in observation the last quarter in the year. The object of the course is to give an insight into the presentation of commercial subjects. The method of treatment in the various subjects is seen in the observation of classes in the high school department of the training school. Texts: *Strayer, A Brief Course in the Teaching Process: Kahn and Klein, Principles and Methods in Commercial Education.* [Reed and Maxwell]

**Practice Teaching (18 wks.)**

**Hours Arranged**

Each senior is required to teach at least one semester, and inexperienced people are frequently required to teach an additional quarter. The subjects change each quarter, so it gives an opportunity for a person to secure experience in teaching two or three subjects. [Maxwell]

**Economic History (18 wks.)**

**First Semester.**

A study of the economic development of a new continent. A knowledge of the political history of the United States is presupposed and no attempt is made to cover this phase of our national life. Stress is laid on the development of our wonderful resources, manufactures, and commerce. Lectures, quizzes, and reports. Course in detail: Colonial industries. American commercial policy. Introduction of manufacturers. The factory system. Movement of population. Transportation. Internal improvements. Currency. Labor and labor organizations. Public lands. Food production. Exports. Means of communication. Railway construction and combination. Internal commerce. Finance. Banking systems and reforms. Industrial combinations. Trust legislation. Labor legislation. Labor unions. Employers' associations. Commercial expansion. Conservation of our resources. Concentration and distribution of wealth. Needed reforms. Text: *Bogart, Economic History of the United States.* [Kinsman]

**Business Administration (18 wks.)**

**First Semester**

Elements of business organization. Legal aspects of business organization. Principles of organization. Place of the partnership in business. Rise of the corporation. Corporate organization. Kinds of stock and methods of issue. Trusts. The corporation in modern business life. Organization of extracted industries. Organization of manufacturing. Organization of distributive industries. Exchanges. Credits and collections. Credit insurance. Lectures, quizzes, and assigned readings. [Reed]

**History of Commerce (18 wks.)**

**Second Semester.**

A study of the forces which have contributed to the expansion of the world's trade. Commerce of the ancient world. Medieval commerce. Beginning of modern commerce. Portuguese supremacy. Period of Spanish ascendancy. The supremacy of the Dutch. The struggle for the supremacy between England and France. The English industrial

revolution. England and free trade. Effect of French Revolution. Economic conditions of the thirteen colonies. Struggle for industrial and commercial independence of the United States. Industrial and commercial re-organization of the United States. Commercial education in the United States. Industrial revolution in the South. American shipping. England's present commercial condition. The present industrial commercial position of Germany. Commerce of other European countries. Text: *Webster*, General History of Commerce. [Reed]

**Commercial Law (18 wks.)      Second Semester.**

The object of this course is to give the student a general knowledge of the law. The course covers the following subjects: Law in general, contracts, agency, sale of goods, bailments, innkeepers, common carriers, partnership, corporations, negotiable instruments, fire and life insurance, credit and loans, suretyship and guaranty, real property, fixtures, mortgages and liens, landlord and tenant, wills and the administration of estates. Lectures, quizzes, and a study of leading cases. [Reed]

**Insurance and Statistics (18 wks.)      Second Semester.**

General methods and principles of insurance, life insurance, insurance contracts, policy conditions and stipulations, endowment policies, life policies, premiums, reserves, forfeitures. General principles of fire insurance. Theory, method, and practice of statistics, tabulation, graphic illustration, varieties and medians, quartiles and means, standard deviation, co-efficient of variation. Scientific value of statistical data. Concrete problems in economic and social statistics. [—————]

**Money, Credit and Banking (18 wks.)      First Semester**

A study of the general principles of money and credit. The functions of money. Questions of value and price. Limit and machinery of credit. Elasticity of the currency. Organization of a bank. Discounts and commercial paper. Loans on collateral securities. Banking reserve. Clearing house and other associations. State banks and trust companies. Private banks. Foreign exchange and international banking. Savings banks. Development of modern American banking. [—————]

**THE COMMERCIAL HIGH SCHOOL.**

The modern high school is increasingly adopting a curriculum of actual social values. Instead of a traditional course primarily adapted to the needs of the few who go further in education, we find a socialized course of practical value to those whose school days may end with high school. This course is based upon the activities of modern life. Its graduates will be able to manage their personal affairs and play a useful part in the life of the community.

In this modern high school course, business training is an important factor; not business training in the limited technical sense, but a broad study of commercial principles as applied to the life of the citizen of today. The Commercial High School authorized by the Board of Regents in 1915, was designed to serve this purpose. After a successful initial year, it now offers an attractive four year course. Since the University of Wisconsin recognizes but four commercial studies as general entrance units, these studies have been made the basis of the required

work. Sufficient electives in science, history, and modern languages are offered, so that the graduate of the Commercial High School who wishes to enter the Liberal Arts course in any college or university, may do so without an examination.

In addition to an increasing equipment of its own, the Commercial High School has the use of the Normal School equipment, including the splendid new gymnasium and athletic field. The instruction is given partly by the faculty of the Normal School, and partly by student teachers, seniors in the commercial and high school courses of the Normal School. Instruction by specialists, supervised teaching according to the most approved and latest methods, library and physical training equipment equal to that of any college, make here a splendid opportunity for the boy or girl who desires the most practical high school training obtainable.

The social and civic life of the school is admirable. The student activities in successful operation last year were the Girls' Club, the Eustace Debating Club (boys), and various athletic teams. A group of Irish plays was given in creditable fashion during the second semester. The school has its own assembly room and assembly programs. Social enjoyment under proper supervision is encouraged and supported.

The government of the school is based upon the same regulations that control the actions of the student body in the rest of the Normal School. (See pages 17 to 21 of the catalogue.)

### THE COURSE OF STUDY.

Thirty-four units (two of which must be physical training) are required for graduation. The school year is divided into two semesters of eighteen weeks each. **One unit of credit is the equivalent of one semester of prepared recitations five days a week.** The subjects are classified as required and elective; **two required** subjects must be taken every year and **two elective**.

### OUTLINE OF THE COURSE.

#### First Year

First Semester		Second Semester	
<b>Required</b>		<b>Required</b>	
English Composition -----	1	English Composition -----	1
Rapid Calculation -----	1	Buying and Selling -----	1
Physical Training -----	½	Physical Training -----	½
<b>Elective</b>		<b>Elective</b>	
Algebra -----	1	Algebra -----	1
German -----	1	German -----	1
Spelling and Penmanship ----	½	Spelling and Penmanship ----	½
Home Economics -----	½	Home Economics -----	½
Manual Training -----	½	Manual Training -----	½

#### Second Year

First Semester		Second Semester	
<b>Required</b>		<b>Required</b>	
English Composition -----	1	Bookkeeping -----	1
Bookkeeping -----	1	English Composition -----	1
<b>Elective</b>		<b>Elective</b>	
Geometry -----	1	Geometry -----	1
German -----	1	German -----	1
*History or Botany -----	1	*History or Botany -----	1



Commercial Arithmetic -----	1	Shorthand -----	1
Typing -----	$\frac{1}{2}$	Typing -----	$\frac{1}{2}$
Manual Training -----	$\frac{1}{2}$	Manual Training -----	$\frac{1}{2}$
Home Economics -----	$\frac{1}{2}$	Home Economics -----	$\frac{1}{2}$
Physical Training -----	$\frac{1}{2}$	Physical Training -----	$\frac{1}{2}$

\*Note: History and Botany will alternate from year to year. In 1916-17, Botany will be offered; in 1917-1918, History.

### Third Year

First Semester		Second Semester	
<b>Required</b>		<b>Required</b>	
Literature and Composition --	1	Literature and Composition --	1
Commercial Geography -----	1	Commercial Geography -----	1
<b>Elective</b>		<b>Elective</b>	
*Botany or History -----	1	*Botany or History -----	1
German -----	1	German -----	1
Shorthand -----	1	Shorthand -----	1
Typing -----	$\frac{1}{2}$	Typing -----	$\frac{1}{2}$
Drawing or Music -----	$\frac{1}{2}$	Drawing or Music -----	$\frac{1}{2}$
Physical Training -----	$\frac{1}{2}$	Physical Training -----	$\frac{1}{2}$

\*Botany and History will alternate from year to year. In 1916-17, Botany will be offered; in 1917-18, History.

### Fourth Year

First Semester		Second Semester	
<b>Required</b>		<b>Required</b>	
Commercial Science -----	1	Commercial Science -----	1
American History & Civics ---	1	American History & Civics ---	1
<b>Elective</b>		<b>Elective</b>	
German -----	1	German -----	1
Spanish -----	1	Spanish -----	1
Bookkeeping -----	1	Bookkeeping -----	1
Advertising -----	1	Commercial Law -----	1
Salesmanship -----	1	Shorthand -----	1
*Physical Training -----	$\frac{1}{2}$	Office Practice -----	1
		*Physical Training -----	$\frac{1}{2}$

\*Note: It is understood that only two units of physical training may be applied to graduation. All first year students are required to take physical training.

### PERSONAL EFFICIENCY

In the belief that the study of one's own efficiency is an important factor in education, graduates will be given a grade each semester to determine such efficiency, the determinants being as follows: Bearing, Attitude, Responsibility, Mental Ability, and Personal Appearance. Provided that a student's class work for one year averages a grade of I, his personal efficiency will be graded I and he will be given one-half of one unit toward graduation. If his class work averages II for a year, he will be given a grade of II in personal efficiency and he will be given one-fourth of one unit toward graduation. The grade in personal efficiency will be the average of the marks in efficiency given by his various teachers. The determinants of personal efficiency will be studied and discussed during each year of the course. It is understood that the scheme is not to be used as a means of discipline but for constructive character building.

## OUTLINE OF SUBJECTS

## ENGLISH.

The purpose of these courses is to secure clear thinking, organization of material and power of expression in writing and speaking. It aims further to develop the reading habit and discriminating appreciation of contemporary literature as found in the newspapers, magazines, and books.

**Course I (18 wks.)****First Year****First Semester**

General: Manuscript essentials. The use of the dictionary. The use of the library. One day a week on grammatical fundamentals, using the new nomenclature. Paragraph themes on student's own experience. The friendly letter. Daily spelling and punctuation.

Oral: Short reports on familiar subjects, aiming to secure good preparation, delivery, and English.

Literary: A weekly magazine is used as a class text. The class organizes itself into a literary society to meet twice a month, practicing parliamentary procedure and giving literary programs.

**Course II (18 wks.)****First Year****Second Semester**

General: Constructive thinking secured by a study of outlining. 150 word themes based on prepared outlines, sources from the newspapers. A study of sentence construction. A study of actual speech errors.

Oral: Topics from newspapers, the aim being to secure the most forceful statement of current news.

Literary: A newspaper used as a class text. The literary society is continued.

**Course III (18 wks.)****Second Year****First Semester**

General: Grammar one day a week. A study of the simple paragraph. Practice in keeping notes. Home business letters, such as requests for adjustment, inquiries, and orders. A weekly theme on a prepared outline. Daily spelling and punctuation.

Oral: Argumentation, both formal and informal. Subjects taken from questions of local interest, the aim being to secure the power of thinking on one's feet.

Literary: The student is required to read and report on two standard contemporary books, one fiction, one travel. The newspaper is continued as a class text. The literary society gives debate programs.

**Course IV (18 wks.)****Second Year****Second Semester**

General: Word study: stem, prefix and suffix, derivation, syllabication, pronunciation, synonym, definition, sentence illustration. Colloquial English, improprieties, barbarisms, slang. The business letter continued.

Oral: Exposition from blackboard figures, developing the power to work on the board and talk at the same time. The elimination of personal speech errors, one by one.

Literary: A report is required of two standard contemporary books, one fiction, the other biography. The literary society gives impromptu dramatizations.

**Course V (18 wks.)      Third Year      First Semester****Literature and Composition**

Literature: Contemporary American literature read and discussed in class. A monthly magazine is used as a class text. Composition: A study of personal efficiency furnishes the material for both oral and written themes. Five minute oral themes are required. Business correspondence continued.

**Course VI (18 wks.)      Third Year      Second Semester**

Literature: Contemporary American literature read and discussed in class. A monthly magazine is used as a class text. Composition: A study of vocations and of local civic conditions furnishes the material for both written and oral themes. Material for a 1000 word theme is collected during the semester, to be written at the close of the term. A twenty minute oral talk on a carefully prepared outline is required. The study of simple forms of business correspondence completed.

**ARITHMETIC.****Course I (18 wks.)      First Year      First Semester****Rapid Calculation.**

The object of this course is to develop speed and accuracy in fundamental processes. The following subjects are covered: Scientific presentation of addition. Grouping. Horizontal addition. Austrian method of subtraction. Cross multiplication. Practical devices in multiplication. Latest methods in division. Facility in handling fractions.

**Course II (18 wks.)      First Year      Second Semester****Buying and Selling**

This course is designed to acquaint the student with the business papers involved in the buying and selling of merchandise, and to teach him the best methods of solving mercantile problems. It includes a detailed study of the following business forms, which the student will be required to fill out properly: telegrams, orders, invoices, bills of lading, checks, bank drafts, notes, commercial drafts, statements, sales tickets, etc. Drills are also given in horizontal extensions, computing serial and cash discounts, and methods of proof for checking results.

**Course III (18 wks.)      Second Year      First Semester****Commercial Arithmetic**

The aim in this course is to familiarize the student with the principles of business underlying the solution of practical commercial problems. The work will be made as concrete as possible, and will include a study of the following subjects: Determination of costs and selling prices. Taxes and duties. Fire insurance. Short methods of computing interest. Construction and use of interest tables. Commercial paper. Purchase and sale of stocks and bonds. Practical measurements.

**MATHEMATICS.****Algebra      Course I and II, 36 weeks, first and second year**

An elementary course in algebra. The subject matter includes the fundamental operations in simple numbers and fractions, factoring,



equations of the first degree in one and two or more unknowns, with graphical treatment of the same, solution of problems, ratio and proportion, square root, elementary treatment of radicals and quadratics. The course aims to develop power to use literal symbols in calculation, and to some extent deduce, interpret, and apply formulae. Text: *Hawkes, Luby, Teuton*, First Course in Algebra.

**Geometry**      **Course I and II, 36 weeks, second or third year**

In addition to the principal theorems of plane geometry, the subject matter of the course includes a large number of exercises to develop original thinking. The work is correlated with algebra, and in the latter part of the course some field work is done with tape, level, and transit. Text: *Shutts*, Plane Geometry.

### GERMAN

The course in German is designed to be as practical as possible. An effort is made to train the ear and the tongue as well as the eye. The beginning work is carried on largely through conversation in the foreign tongue, so that a feeling for the language may be developed early. However, the fundamentals of grammar and syntax are insisted upon as a basis for accurate work. Interest and spontaneity of expression are cultivated by means of occasional programs, games, etc. The cultural side of the foreign language work is not lost sight of, and in the latter years of the course, books of real literary value are read. The life, customs, and culture of the Germans are made the subjects of discussion in the hope of inspiring a true spirit of cosmopolitanism.

**Course I (18 wks.)**      **First Year**      **First Semester**

A course for beginners. The course consists of two parts. (A) Conversation, based on the immediate environment; simple poems; songs; stories, with oral and written reproductions. (B) Rudiments of grammar: declensions of nouns, adjectives, and pronouns; elementary rules of word-order and syntax; simple tenses of weak verbs. Texts: *Walter & Krause*, *Beginners' German*; *Geschichten und Maerchen*.

**Course II (18 wks.)**      **First Year**      **Second Semester**

A continuation of Course I. (A) Conversation, songs, poems, stories as in Course I; dictation exercises; programs; games; much oral reading. (B) Grammar: Uses of prepositions; complete conjugation of both strong and weak verbs; simple uses of the subjunctive. Texts: *Walter & Krause*, *Beginner's German*; *Immensee*; numerous supplementary readers.

**Course III (18 wks.)**      **Second Year**      **First Semester**

Prerequisite, Courses I. and II. (A) Advanced work in conversation, etc., similar to that outlined in the preceding courses. (B) Reading, with and without translation; extemporaneous translation from the printed page or from dictation; continued practice in reproductions and abstracts. (C) Grammar: Review of declensions and conjugations; uses of modal auxiliaries, infinitive and subjunctive. Texts: Any standard *German Grammar*; *Ein Sommer in Deutschland*; *Aus Nah und Fern*; Supplementary readings.

**Course IV (18 wks.)      Second Year      Second Semester**

A continuation of Course III. Increasingly difficult work of the kind previously outlined in detail. Such books as *Das Edle Blut*, *Fritz auf Ferien*, *Der Bibliothekar* furnish the reading material and serve as the basis for exercises of various kinds. Individual assignments are also made for rapid reading.

**Course V (18 wks.)      Third Year      First Semester**

Prerequisite, Courses I-IV. More extensive reading with abstracts, reproductions, etc., and more extemporaneous classroom work with and without translation. Attention is now given to the authors and their literary qualities. Quotations from the texts are memorized. An effort is made to suit the required reading to the maturity of the students. Such prose as "*Der Schwiegersohn*" and "*Die Harzreise*" may be read. One day every week is devoted to prose composition. Special occasions are observed by means of programs, as in the earlier part of the course.

**Course VI (18 wks.)      Third Year      Second Semester**

A continuation of Course V. A classical drama, such as "*Wilhelm Tell*," is studied intensively with extensive supplementary reading in prose and poetry. The prose composition is continued, as are all the vitalizing features of the preceding work. The lives of the authors are studied in connection with a simple history of German literature.

Students in Courses V and VI are eligible to membership in the German Club.

**BOOKKEEPING.**

Courses I, II, III, and IV, each 18 weeks, second and fourth year.

Bookkeeping is fundamental in any scheme of business education. No one can afford to be without a knowledge of its principles. The student secures training which will:

1. Enable him to become a practical bookkeeper,
2. Be of value to him in the business field in any capacity.
3. Enable him to enter the Normal Department Accounting Course without entrance examination.

The course teaches the double entry system of Bookkeeping and presents general Bookkeeping practices and principles that must be understood by all business men and women.

**SHORTHAND.****Course I (18 wks.)      Second Year      Second Semester**

A study of the basic principles of the system from the first ten lessons of the Gregg Shorthand Manual, and the application of these principles to new words, sentences, and letters; word-signs, and phrases; special drill on shorthand penmanship. Supplementary texts: *Beginners' Letter Drills*. *Supplementary Dictation Practice*; *Progressive Exercises* (Lessons 1-10)

**Course II (18 wks.)      Third Year      First Semester**

Completion of Manual and *Progressive Exercises*, and a thorough review of the principles of the system; dictation and transcription of principle letters, and easy prose; penmanship drills; *Great Stone Face*; *Gregg Speed Practice*.

Test: Five minute dictation on average business letter matter at seventy-five words a minute.

**Course III. (18 wks.)      Third Year      Second Semester**

A review of Manual based on Progressive Exercises; repetition practice on classified letters; advanced practice; transcription of plates and reading and writing practice; dictation on unpracticed matter.

Test: Practiced matter written at 100-120 words per minute; new matter 80-100; a high grade plate in shorthand penmanship.

**BOTANY.**

**Course I. and II. Second or Third Year (36 wks.) First and Second Sem.**

These courses consist of the study of plants as living forms by the problem method. Solutions will be sought to various questions, such as: How do plants make a living? How do they protect themselves from their enemies? How do they modify their structures under changed environment? Of what service are plants to man? Regular laboratory work is required in addition to the study of the textbook.

**TYPING.**

**Course I. (18 wks.)      Second Year      First Semester**

Instruction on the care and use of the typewriter; position at the machine; memorizing the keyboard; special drills and exercises to secure finger control and an even, firm touch; thorough mastery of the keyboard through words and especially arranged sentences and letters; blindfold and accuracy tests.

**Course II. (18 wks.)      Second Year      Second Semester.**

Drill on alphabetical sentences and common words and phrases; the different forms and proper arrangement of letters; legal papers, bills, statements, and other modern business forms; machine dictation; blindfold, accuracy, and speed tests.

Test for promotion: Ability to copy new matter at not less than twenty words per minute, net, for ten minutes, with not more than ten errors.

**Course III. (18 wks.)      Third Year      First Semester**

Continuation of letter writing; correction of transcripts; arranging, paragraphing, capitalizing, and punctuating of letters and connected discourse; manifolding, and advanced tabulation; stencil work; instruction in the use of the mimeograph, letter-press, and roller-copier; transcription of shorthand plates; machine dictation; accuracy and speed tests.

Test for promotion: Ability to copy new matter at not less than thirty words a minute, for ten minutes, with not more than ten errors.

**Course IV. (18 wks.)      Third Year      Second Semester.**

Arrangement of promiscuous matter; specifications; transcription of shorthand notes with practice on all matter covered in a day's work by a typewriter operator; advanced practice in machine dictation and speed work.

Test for promotion: Ability to copy new matter at not less than forty words a minute, net, for ten minutes, with not more than ten errors.



## HISTORY AND GEOGRAPHY.

## Ancient History (18 wks.) Second or Third Years First Semester

11:10-12:00

This is a general, yet thorough, survey of the ancient world including a study of the Oriental, Greek, and Roman peoples. Assigned topics, collateral reading, lectures and stereopticon slides supplement the textbook. Text: *Morey*, Outlines of Ancient History.

## Modern History (18 wks.) Second or Third Years Second Semester

11:10-12:00

This is a general survey of the history of Europe from the barbaric invasions to the present time, the stress being laid upon those events and institutions which have contributed most to our present day civilization. The textbook is supplemented by collateral readings, assigned topics, lectures and stereopticon slides. Text: *West's* Modern History.

## Commercial Geography (36 wks.) Third Year 1st and 2nd Semesters

This course is academic and foundational. The aim is to secure a comprehension of the natural, the human, and the economic controls that determine the geographic division of labor. It emphasizes the factors in the geography and life of nations which give each a personality and condition relations with other nations. Initiative, power, and knowledge are secured through individual effort on problems, maps, special topics, and debates. A wide use of standard references and periodicals in the reference library. Texts: *Robinson*; *Lange*.

## SPELLING AND WORD STUDY.

## 36 weeks, First Year, two days a week, alternating with penmanship

This course aims to give the student power to spell all the words of his written vocabulary. It aims to increase his vocabulary by study and analysis of words expressing finer shades of thought. To accomplish this, common vocabulary words, whose meanings are familiar to the student, are studied in groups of ten in a rapid drill to secure memorization. New words whose mastery depends upon analysis and understanding, are studied intensively in smaller groups. The student keeps a record of this word analysis in a loose-leaf notebook. A part of each recitation is spent in using these new words in sentences pertaining to the student's own life and environment. Lists of words misspelled in English classes are turned over to the spelling teacher as material for actual vocabulary lists. The English teacher observes to what extent the new words are becoming a part of the student's actual vocabulary, and thus aids the spelling teacher in revising the lists of new words.

## Penmanship (36 wks.) First Year 3 days a week, alternating with spelling.

The aim of this course is to train the pupils to write rapidly and easily a plain legible style of business writing, such as will meet the requirements of the business public.

The course will include proper position at the desk, holding of the pen, and the systematic practice of drills that will develop movement, form, slant and spacing.

**HOME ECONOMICS, Sewing.**

(36 wks.) 3 periods a week. 1st or 2nd year.

The course in sewing consists of both hand and machine sewing in the construction of garments and the aim is three-fold:

- (1) Technical—to develop facility in sewing.
- (2) Textile and Economic—to develop intelligence in the selection of dress goods and clothing.
- (3) Artistic—to show the relation of design to sewing construction and to costume.

**Manual Training (36 wks.)**                      **First or Second Semester**

The purpose is to acquaint the pupil with the use of tools, kinds of lumber, commerce of lumber, etc. Pupils from this department of the school have their attention directed more especially toward furniture and appliances for office and library. [                      ]

**MUSIC**

(18 wks.)              **Third Year**              **First and Second Semester**

Rudiments of theory and harmony. Breath control and tone placing. Music reading, including four-part music. Artistic interpretation of signs. The Victor Machine is used for developing taste and appreciation.

**Drawing (18 wks.)**              **Third Year**              **First or Second Semester**

The object of this course is to develop skill in expression, a general understanding of technique, elementary perspective, and composition. Subject matter: Still-life, buildings, trees, figure, illustration and composition applied to posters, etc. Media: pencil, pen and ink.

**PHYSICAL TRAINING.****Boys.**

(Courses I, II, III, IV, each 18 weeks.)

The physical training is compulsory for first year students. During the remainder of the course, a second year of credit must be secured. The regular schedule of gymnasium, swimming, and special classes of the normal school course of study, found on page 72 is open to the high school boy. During the first year, the work must be secured in the regular class. This work consists of floor drills and apparatus work, suited to the boy of that age, and indoor and outdoor athletics, under competent supervision. Regular high school teams are organized in basketball and baseball and a schedule of games played with surrounding high schools. One-half of class credit is given for supervised team work.

**PHYSICAL TRAINING.****Girls.**

(Courses I, II, III, IV.—18 weeks each. Courses I and II required of all freshmen.)

The work in physical education consists of 144 hours practice, i. e. 2 periods a week for 2 years. The course includes: (1) gymnasium, marching, running tactics, Swedish gymnastics, and apparatus work; (2) rhythm work, folk dancing, aesthetic dancing.

Athletic team work under supervision may be substituted for one-half class credit in the second year's work.







MEN'S GYMNASIUM—MAIN FLOOR

## LONG COURSE

By resolution of the Board of Regents, the first year of the long course was not offered in 1915-1916. The second year of the course will not be offered during 1916-1917. The third year will be offered for the last time in 1916-1917. Students who are short in certain credits of this course will be privileged to take the same, or equivalent subjects, in the commercial high school course.

## Third Year.

First Semester		Second Semester	
Physics	5 hrs.	Physics	5 hrs.
American History	5 hrs.	Civics	5 hrs.
Geometry	5 hrs.	Geometry	5 hrs.
Literature	5 hrs.	Literature	5 hrs.
Physical Education		2½ hrs.	

German or home economics may be taken in place of physics.

The completion of this course admits a student to full standing in the junior class. All courses open to high school graduates are open to such students. This course will not be given in 1917-1918.

**(a) Elementary Physics (18 wks.) First Semester 10:20-12:00**  
The course consists of a study of matter, its changes, and the forces that produce the changes. The measurement of forces, work and energy is carried on in the laboratory. One object of the course is to enable the student to interpret the changes and phenomena with which he is surrounded and which he must control in order to live the present day life. This object is accomplished by way of approaching each topic by way of familiar significant phenomena and endeavoring to discover their true explanation and relations. Another object is to enable the prospective teacher to assist his pupils in their interpretation of the natural phenomena continually unfolding before them. Texts: *Mann & Twiss*, Physics; *Nichols, Smith & Turton*, Manual of Experimental Physics. [Upham]

**(b) Elementary Physics (18 wks.) Second Semester 10:20-12:00**  
A continuation of the work of the first semester consisting of the study of magnetism, electricity, sound, and light. The work in magnetism and electricity consists of a study of the phenomena and laws and the explanation of the numerous applications of the same in the devices now so common, such as the mariner's compass, electric bells, motors, electric lights, dynamos, etc. The work in sound deals with the production and nature of sound, its properties, the musical scale and musical instruments. The work in light explains the nature of light, its changes, and relation to optical instruments, including the human eye, the most important of all optical instruments. Texts: The same as above. [Upham]

**American History, L. C. (18 wks.) First Semester 8:00-8:50**  
Required of Third Year Students. An elementary course dealing with representative events of each period from discovery to Civil War. Some of the lines of development, such as acquisition of territory, tariff, and internal improvements, are traced to the present time. The work of the class is based upon text and reference material. Notebooks with map work required. Text: *James & Sanford*, American History. [Miss Sherill]

**Geometry, Plane and Solid (36 wks.) One Year 1:30-2:20**  
Open to Third Year Students. A course in plane and solid geometry dealing with the concepts of space relations. The materials for thought are definitions, axioms, and demonstrated truths. The aim in the work is to secure a body of practical mathematical knowledge and power to think in terms of space concepts. Text: *Shutts*, Plane and Solid Geometry. [Shutts]

**American Literature (18 wks.) First Semester 2:30-3:05**  
Required in the Third Year. A general survey of literary writings in

America as expressions of the life of their times. Study selections from Irving, Poe, Bryant, Hawthorne, Longfellow, Whittier, Holmes, Emerson, Lowell, Webster, and Whitman. Texts: *Masterpieces of American Literature*; *Page*, Chief American Poets; *Brander Matthews*, Introduction to American Literature. [Miss Bollert]

**Literature (18 wks.)** **Second Semester** 2:20-3:05  
Open to Third Year Students. An introduction to English literature. It includes the study of a drama, a novel and representative writings of several authors of the nineteenth century. Texts: *Long*, English Literature; annotated editions of the masterpieces studied. [Miss Bollert]

**Elementary Civics, L. C. (18 wks.)** **Second Semester** 8:00-8:50  
Required of Third Year Students. An elementary course in civil government. The rights and duties of citizens are discussed. Then follows a study of the family, school, and school district; the town, village, city, county, state, and nation. Practical social and civic problems are considered. Reports upon current topics are required. Texts: *Smith*, Training for Citizenship; *James & Sanford*, Our Government. [Kinsman]

### SCHOOL OF RURAL EDUCATION.

#### FACULTY.

ALBERT HENRY YODER, President.

G. A. SCHMIDT, Principal; Agriculture, Arithmetic, Physiology.

CHAS. M. REINOEHL, Psychology, Pedagogy, English.

MARGARET METCALE, Critic Teacher, Supervision of Model Rural School.

MARGARET DE ANGUERRA, Home Economics.

GRACE M. BAKER, Drawing.

LUCY A. BAKER, Music.

ANNE MORRIS BOYD, Librarian, Library Methods.

EDWARD G. LANGE, Geography.

CARL T. WISE, Penmanship.

ARTHUR A. UPHAM, Manual Training.

ELIZABETH B. WINSLOW, Acting Physical Director of Women.

W. E. SCHREIBER, Physical Director of Men.

LILLIAN C. NEIPERT, Clerk.

LAURA ACHTENBERG, Student Stenographer.

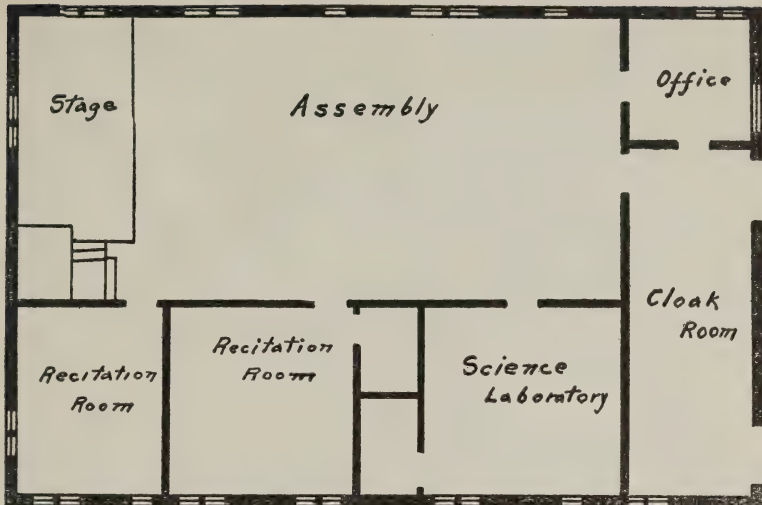
**New Quarters.** The Rural School Department has new and enlarged quarters in the northeast wing of the main building. These quarters comprise light, spacious recitation rooms, and a well equipped laboratory, all opening directly into a large assembly room. The windows of this assembly room command an excellent view of the beautiful country which surrounds Whitewater; and at the forward end of the room is a large stage, suitable for the presenting of plays, of oratorical contests, or of any desired form of entertainment. The department is well equipped with books, bulletins, and materials pertaining to the preparation of teachers for rural schools.

**Special Departments.** Drawing, music, geography, home economics, manual training, and physical culture are taught by experts in rooms devoted to, and especially fitted for the teaching of these subjects. This makes possible good, thorough instruction in these subjects.

**Library.** The Normal School Library consists of over 13000 volumes, and receives all the good magazines and periodicals. It has a commodious and splendidly furnished reading room. Pupils of the Rural School department have free access to the library at all times.

**Gymnasium.** Whitewater Normal has two modern gymnasiums, both well equipped, and furnished with shower baths. The men's gymnasium, a large building which has just been completed, has a swimming pool which is reserved on certain days for the use of women.





**Model Rural School.** A Model Rural School near Whitewater is maintained by the Rural School department for observation and practice teaching. This school is in charge of an expert critic teacher and affords excellent opportunities for student observation and practice teaching under strictly rural conditions.

**School Garden.** A large field located on the campus is used for the teaching of agriculture. It permits students to carry on practical projects in gardening and in other lines of agricultural work.

#### Some Other Advantages Which Whitewater Offers for Rural Education.

**Instruction.** The students in the School of Rural Education have twelve different and regular instructors during the course. The practice teaching in the Model Rural School is in charge of an expert rural school teacher and critic. The Normal School's special teachers in geography, agriculture, drawing, music, penmanship, home economics, library methods, physical culture, and manual training, give courses specially adapted for rural teachers.

**Social Events.** All the regular Normal School entertainments, musicals, lectures, and other social events are open to all the students of this department.

**School Activities.** All the students of the School of Rural Education are encouraged to affiliate themselves with all the different class organizations, literary societies and debating clubs of the Normal School.

**A Good Normal School.** Whitewater Normal is a large and growing institution well known for its efficiency and progressiveness. Daily association with other students and with a large faculty of superior men and women is a stimulating and important part of one's education.

**Cost of Living.** The cost of living at Whitewater is considered low. Table board can be had in student cooperative boarding clubs from \$2.00 to \$3.00 per week. Rooms for two students rent for \$2.00 to \$3.00 per week.

**Whitewater.** Whitewater is a quiet, refined and beautiful city of 3500 people. It is noted for its excellent churches and schools. Its citizens are deeply interested in the welfare of all the Normal School students.



### OPPORTUNITIES FOR RURAL TEACHERS.

There is always a demand for good teachers in the rural schools of Wisconsin. The conditions for rural teachers are improving and their salaries are advancing. In Wisconsin the state now gives aid to rural teachers. This is in the form of money paid by the state in addition to the salaries paid by the school districts.

Ninth grade graduates who have completed a special two year training course, and high school graduates who have completed a special one year training course are given, after the first year of teaching, provided they retain the same school, the following state aid: \$2.00 per month the second year. \$4.00 per month the third year. \$8.00 per month thereafter.

To high school graduates who have completed a special two year rural training course, the state gives the following aid: \$10.00 per month the first year. \$15.00 per month thereafter.

### ADMISSION REQUIREMENTS.

Ninth grade graduates and teachers holding unexpired county certificates are admitted into the two year rural training course without examination.

Any person who has completed more than one year of a high school course will be admitted without examinations and given credit for all the accredited work done in the high school beyond the first year. Such students will be enabled to finish the rural training course in a shorter time, depending upon the amount of high school credits which are allowed.

All high school graduates may enter without examination the one year professional course of the special two year rural course.

High school graduates who have completed a one year county training school course will be given one year credit in the special two year rural course, that is, they may enter the second year's work of this course.

Each student who signs a declaration to teach must pay a general fee of \$5.00 each semester. This fee entitles the student to all text-books free of charge; and to the free use of the library, reading room, gymnasium, etc. The fee for other students is \$14.00 per semester.

### TWO YEAR RURAL TRAINING COURSE.

(For students who have completed the ninth grade)

The Two Year Course, as shown below gives thorough training in all the common school subjects. The student not only acquires a thorough knowledge of these subjects, but also, methods of presenting and teaching them. In addition to the common school subjects the following subjects are also included in the course: psychology, pedagogy, school management, rural economics, library methods, and practice teaching and observation. The aim is to enable the student to apply the subject matter of these professional subjects through the most successful methods and procedure.

#### First Year.

First Semester	Second Semester
Reading & Lib'ry Mth'ds .5 hrs.	American Literature .....3 hrs.
Ort., Spelling & W'd Study .5 hrs.	Grammar & Composition .5 hrs.
Physiology & Hygiene .....5 hrs.	Arithmetic .....5 hrs.
Penmanship .....3 hrs.	Agriculture .....5 hrs.
Drawing .....5 hrs.	Music .....5 hrs.
Domestic Science .....3 hrs.	Domestic Science .....2 hrs.
Physical Training .....2 hrs.	Physical Training .....3 hrs.

#### Second Year.

First Semester	Second Semester
Arithmetic .....5 hrs.	Peda'gy & School Ma'g'nt 5 hrs.
Reading .....5 hrs.	Manual & Methods .....5 hrs.
Agriculture .....5 hrs.	Geography .....5 hrs.

Grammar & Composition	3 hrs.	Civics & Rural Ec'o'mics	5 hrs.
U. S. History	5 hrs.	Domestic Art	3 hrs.
Domestic Art	2 hrs.	Practice Teaching	

One quarter of teaching and observation in the Model Rural School is required in the second year.

Young men select manual training in place of domestic science.

Methods and the Manual will also be considered in the last quarter of the common school subjects.

### Diplomas and Certificates.

Students who have satisfactorily completed this Two Year Rural Course will receive a diploma which has the value of a third grade county certificate.

A certificate showing the work completed and the final grade obtained in all such work is given to students who have not completed the course. County superintendents generally accept such final grades in place of examinations.

### ONE YEAR PROFESSIONAL COURSE FOR HIGH SCHOOL GRADUATES.

This course has been established in accordance with the new state law which requires all prospective teachers who do not hold unexpired teacher's certificates to take at least a one year professional training course before they are allowed to teach. This course is especially intended for high school graduates who desire but one year of professional training to qualify as teachers. **All high school graduates who expect to come to the Normal School but one year should enroll in this course.** Students who complete this course receive a diploma which has the value of a third grade certificate.

This course, as shown below, serves as a review of all the common school subjects and gives one quarter of practice teaching. The aim here is to make all the work be of very practical help to the teacher.

This course is exactly similar to the first year of the Special Two Year Rural Training Course for which special state aid is given.

#### Outline of Course of Study for the one Year Professional Course.

##### First Semester

Arithmetic & Methods	5 hrs.
Agriculture & Methods	5 hrs.
U. S. History & Methods	5 hrs.
Domestic Art & Science	5 hrs.
Library Methods	2 hrs.
Penmanship	3 hrs.
Physical Education	3 hrs.

##### Second Semester

Sch. Management & Law	3 hrs.
Civics & Rural Economics	5 hrs.
Geography & Methods	5 hrs.
Language Arts	5 hrs.
Physiology & Hygiene	2½ hrs.
Drawing & Hand Work	2 hrs.
Practice Teaching	2½ hrs.

Language arts includes grammar, composition, orthoepy, orthography, literature, and reading. The state Manual of the Course of Study is carefully correlated with all the above common school subjects and is used as a basis in this work.

Graduates of this course receive certificates which have the value of Third Grade County Certificates, and allows these graduates one full year credit on the Special Two Year Rural Course for high school graduates.

Students who fail to complete the course will be given a certificate showing the final grade in all subjects which they have completed. County superintendents generally accept such grades in place of examination in the respective subjects.

### SPECIAL TWO YEAR RURAL TRAINING COURSE FOR HIGH SCHOOL GRADUATES.

A new state law gives state aid to high school graduates who have completed a special two year rural training course, if they teach in

rural schools. This state aid amounts to \$10.00 per month the first year, in addition to the regular salary paid by the district, and \$15.00 per month thereafter. This law was passed to induce teachers of especially good training to go into the country schools. Many districts are ready to give a much better salary than that usually given to rural teachers, which together with the state aid makes a salary larger than that paid in many town and city schools to grade teachers.

For students who are interested in country life, who are progressive, who can serve the rural community and be of help to it, these positions are open; and Whitewater Normal School offers the best opportunity to aspirants to train themselves for these openings.

Graduates from this course receive a special normal school diploma, good for an unlimited teacher's certificate.

Here is a new and excellent opportunity for anyone who can devote two years to his training course. No effort will be spared to put the student in this course in touch with all the latest and best developments and interests connected with the great forward movement in rural education. This is a stimulating advanced course worth consideration by progressive students.

High school graduates who have completed a one year county training school course may enter the second year of this course.

Graduates of this course, who have proved to be strong teachers after some years of practical experience in rural schools should be able to qualify as County Supervising Teachers. The law now permits each county superintendent to employ one assistant. These positions are worth working for.

#### Outline Course of Study for the Special two Year Rural Training Course for High School Graduates.

##### First Year.

First Semester	Second Semester
Agriculture -----5 hrs.	Sch. Mgt., Law & Pen'ship 5 hrs.
Arithmetic & Methods ---5 hrs.	Civics & Rural Ec'n'mics .5 hrs.
U. S. History & Methods --5 hrs.	Geography & Methods ----5 hrs.
Language Arts -----5 hrs.	Physiology & Hygiene --2½ hrs.
Library Methods -----2 hrs.	Practice Teaching -----2½ hrs.
Physical Education -----3 hrs.	Man. Tr. & Handwork ---2½ hrs.

##### Second Year.

First Semester	Second Semester
Drawing & Handwork ---5 hrs.	Music -----5 hrs.
Pedagogy -----5 hrs.	Rural Sociology -----5 hrs.
Elementary Science -----5 hrs.	Arithmetic & Farm -----
Grammar & Composition .5 hrs	Economics -----5 hrs.
Literature -----2 hrs.	Advanced Agriculture ---5 hrs.
	Observation & Practice ---2½ hrs.

The first year of this course is exactly similar to the one year Professional Course.

Graduates from this course receive a special normal school diploma good for an unlimited teacher's certificate.

#### OUTLINE OF SUBJECTS

##### For the two Year Rural Training Course

##### Agriculture (36 wks.) First and Second Year

This course is designed to give thorough instruction in the fundamental principles of agriculture. The first few weeks are devoted to elementary science, namely botany and chemistry. The aim of the course is to make the work as practical as possible. Emphasis is put on the study of home projects, gardening, and the ways in which the study of agriculture can assist the work that is being done on the home farms of the rural pupils. Frequent visits are made to farms. Milk, cream, soils, seeds, etc., are tested for neighboring farmers. The Manual is made part of the text in the last quarter.

**Arithmetic (36 wks.)****First and Second Year**

This course is a thorough review of arithmetic. Emphasis is put on drills for speed and accuracy. Much time is devoted to practical farm problems and simple farm accounts. The last quarter is spent in the study of the Manual and of the methods of teaching arithmetic.

**Civics (9 wks.)****Second Year**

Organization of government—local, state and national. History and government of Wisconsin. Lessons in patriotism and noble citizenship as revealed in great leaders. The work is largely concrete, illustrative and practical.

**Domestic Science (18 wks.)****First Year**

A study of foods, their preparation, and their nutritive and economic value, and the household problems that deal with the well-being of the family and the maintenance of a high standard of living. This course aims to give a general knowledge of the planning, cooking, and serving of practical foods in a simple way; an elementary study of food values; a study of attractiveness in simple service; a study of cost.

**Domestic Art (18 wks.)****Second Year**

Work to develop intelligence in student in the selection of clothing and household fabrics and skill in the making of garments. The course deals with the fundamental principles of hand and machine sewing in the construction of garments. It presents the subject from the educational standpoint as well as the technical, artistic, and economic.

**Drawing (18 wks.)****First Year**

This course consists of freehand drawing in pencil and crayon, black-board drawing, water color painting, paper cutting, and construction adapted to the needs of rural schools.

**Grammar and Composition (36 wks.)****First and Second Year**

The aim is to secure the effective expression of good English, both oral and written. The essentials of grammar taught inductively. Critical study of the sentence. Composing correct and informational sentences. Attention constantly given to the mechanics of language. Common errors listed. Letter writing. Paragraph and theme writing in each of the common forms of discourse. Topics chosen largely with reference to rural life. State Manual used in connection with the teaching of the subject in rural schools.

**History (18 wks.)****Second Year**

The leading facts of American History in their proper relation of cause and effect. The foremost national problems and the great men and women who helped to solve those problems. Special study of industrial and social life. Current activities. The history of agriculture and factors relating to country welfare. Use is made of the Manual and supplementary references along with the text. Concrete and illustrative teaching is a feature of the course.

**Hygiene and Sanitation (9 wks.)****First Year**

This course takes up the study of the care of the human body, and the causes, prevention and treatment of the common diseases. Proper ventilation, lighting and heating and other hygienic conditions of rural schools are carefully considered.

**Library Methods (9 wks.)****First Year**

A brief study of the rural school library, how to organize and care for it, and how to make it of most service to the school and community. Includes a study of the make up of a book and its repair; principles of book selection; classification and cataloging; the use and care of clippings, pamphlets and pictures; teaching children to use and love books. Texts: Township List 1910-11, *Cary*, Library Lessons.

**American Literature (18 wks.)****First Year**

To further the aim of developing the power of interpretation stated in reading, to give the student an intelligent appreciation of good literature,



and to equip her with the best methods of teaching literary selections to country boys and girls, are the chief aims of this course. Classics best suited to the advancement of the student and most needed in their teaching are carefully studied. Emphasis placed upon the **personal** appreciation of each production.

**Manual Training (36 wks.)****First and Second Year**

The purpose of this course is to acquaint students with the use of tools. Simple bench work, cabinet work, joinery, making of working drawings, and construction of articles from formal drawings.

**Methods****Second Year**

In all the common school subjects part of the last quarter is devoted to the best methods of teaching the particular subject. In the study of the Manual, Methods of teaching is also considered.

**Music (18 wks.)****First Year**

Theory and music reading requisite for needs of rural schools. Many songs copied and memorized. Correct use of the voice. How to select and teach songs. Development of musical taste.

**Orthoepy (18 wks.)****First Year**

Clear articulation and correct pronunciation of words. Drill upon phonetic elements. Methods and materials as found in the State Manual and outside references.

**Pedagogy (9 wks.)****Second Year**

The nature of the learning process, of instruction and of training. The fundamental laws of teaching, such as, sense-perception, self-activity, interest and attention, induction, habit-forming. Proper methods of study and of teaching. Principles of teaching very thoroughly ingrained through illustrated lessons in class recitation.

**Penmanship (18 wks.)****First Year**

The work in penmanship is designed to improve the student's writing and to enable her to teach writing. Neatness, rapidity and uniformity in execution are required.

**Physiology (9 wks.)****First Year**

The structure and use of the various organs and parts of the human body are studied. The work consists of the study of a practical text, to which is added a little laboratory work and simple demonstrations.

**Reading (27 wks.)****First and Second Year**

The aim of this course is to make of each student a pleasing and intelligent reader; to establish correct reading habits, with power to interpret the author's thought and sentiment; to train students in the methods of teaching reading in rural schools. Course includes a selected body of the best reading material in the common school readers for all grades. Constant practice in giving and using helpful and suggestive criticisms in oral reading. To secure a standing in this course the student must have formed correct habits of articulation and pronunciation in expressive reading and show ability to impart to others the contents of the printed page.

**Rural Economics (9 wks.)****Second Year**

The aim of this course is to make a study of the economic and social conditions of some rural districts, with a view of ascertaining the factors essential to the welfare of a prosperous rural community. The study is both economic and social. Such topics as cooperation, marketing, farm management, social, and civic work in rural communities, are investigated and discussed. Attention is given to the new rural life movement.

**Rural School Management (9 wks.)****Second Year**

Discussion of such topics as details in routine; good order; hygienic conditions; attendance, records, reports; incentives for work; grading, testing, promoting; programs for study and recitation; recitations and

assignments of lessons; study periods; teacher's relations and duties in and out of school. Effective organization and management of a rural school as influenced by the spirit of reforms in making the school a real source of enlightenment and inspiration to the whole community.

**Spelling (18 wks.)****First Year**

Mastery of 1500 words, 1000 of which are selected with reference to country life, constitutes the basis of this course. Variation in type of lessons. Methods of teaching as found in the State Manual.

**Word Study (18 wks.)****First Year**

Word building and word analysis. Derivation of words. Meanings of words and their uses in sentences. Homonyms, antonyms, synonyms. Marking words. Students required to have dictionaries. A large and well selected list of words used as a basis.

**Practice Teaching (9 wks.)****Second Year**

A quarter of practice work is required. Student teachers take complete charge of the school and are under strict supervision. A week's observation work is required and precedes all practice work. The work observed is discussed and written reports made to the supervisor.

**RURAL TRAINING SCHOOL.**

The rural training school is situated two miles east of Whitewater. It is a typical country school with all country environments.

The building is used as a social center. All special days are observed. For such occasions, the programs represent the work done by the student-teachers in music, drawing, dramatization, reading, language, and physical culture. Student-teachers often present classes in regular work for the approval of the parents.

Two clubs are conducted entirely by the pupils:

(a) Reading Circle.

(b) Agricultural Club.

Members of the senior class are invited to the programs, also to the community picnic at the end of the year.

Great stress is placed on the hearty co-operation with neighboring schools. Much interest is shown in State and County Fair work, and in spelling and corn contests.

There are enrolled in this rural training school from twenty to thirty children.

**Students.**

Name	Year	Course	Town	County
Aalseth, Almer O.	Special		Stoughton	Dane
Achtenberg, Laura H.	Junior	Commercial	Tomah	Monroe
Adams, Robert	3rd yr.	Five Year	North Freedom	Sauk
Agnew, Charles H.	Junior	Commercial	Whitewater	Walworth
Agnew, Mabel	Senior	Grammar	Milton Junction	Rock
Albertz, Max H.	Junior	Principal	Watertown	Jefferson
Allen, Mary L.	Junior	Primary	Clinton Junction	Rock
Allen, Merle D.	Junior	Commercial	Walworth	Walworth
Amos, Esther R.	3rd yr.	Five Year	Whitewater	Walworth
Amundson, Eldred J.	Junior	High School	Cambridge	Dane
Amundson, Ruth C.	Junior	Primary	Cambridge	Dane
Anderson, Gertrude L.	Junior	Grammar	Whitewater	Walworth
Anderson, Jennie M.	Junior	Commercial	Oconomowoc	Waukesha
Anderson, Margrethe S.	Junior	Commercial	Waupaca	Waupaca
Anderson, Mildred P.	Junior	Primary	McFarland	Dane
Anderson, Olga E.	Junior	Grammar	Williams Bay	Walworth
Aston, Ernest G.	Special		Shullsburg	Lafayette

Aston, Jessie F.	Junior	Primary	Shullsburg	Lafayette
Atkinson, Frances A.	Junior	Commercial	Albany	Green
Austin, Josie P.	Senior	Primary	Janesville	Rock
Baer, Susie A.	Junior	Principal	Baraboo	Sauk
Baker, Margaret E.	Senior	Commercial	Beaver Dam	Dodge
Ball, Harold	Sophomore	H. S. Com.	Whitewater	Walworth
Bardwell, Elma	Senior	Commercial	Antigo	Langlade
Barfoot, Clarence	Senior	Principal	Whitewater	Walworth
Bartig, Evangeline C.	Junior	Grammar	Augusta	Eau Claire
Beardsley, Ethel P.	Senior	Primary	Whitewater	Walworth
Beardsley, Genevieve	Junior	Commercial	Racine	Racine
Beardsley, Vernon	Freshman	H. S. Com.	Whitewater	Walworth
Benston, Lester R.	Junior	Commercial	Gratiot	Lafayette
Betts, Alice I.	Freshman	H. S. Com.	Eagle	Waukesha
Betz, Lorena	Junior	Commercial	Eau Claire	Eau Claire
Bingham, Alene	Senior	Primary	Lake Geneva	Walworth
Birch, Arthur L.	Junior	Commercial	Omro	Winnebago
Black, Mary O.	Junior	Commercial	Ft. Atkinson	Jefferson
Bodden, Mary Belle	Junior	One Yr. Prof.	Lyons	Walworth
Bodden, Myrtle May	Junior	One Yr. Prof.	Lyons	Walworth
Bolte, Lucy J.	Senior	Primary	Eagle River	Vilas
Bolton, Esther L.	Senior	S. R. E.	Elkhorn	Walworth
Bonnett, Dorothy G.	2nd yr.	Five Year	Whitewater	Walworth
Bovee, Frances M.	2nd yr.	Five Year	Eagle	Waukesha
Bovee, Katharine A.	Junior	Grammar	Eagle	Waukesha
Braaten, L. Leota	Senior	Primary	Whitewater	Walworth
Brady, Margaret D.	Junior	S. R. E.	Whitewater R.D.	Rock
Brandt, Ethel L.	Junior	Commercial	Elkhorn	Walworth
Bronson, Elsie M.	Junior	Primary	Elkhorn	Walworth
Brooks, Jesse H.	3rd yr.	Five Year	Whitewater	Walworth
Brown, LeRoy	Sophomore	H. S. Com.	Whitewater	Walworth
Brue, Mabel C.	Junior	Primary	De Forest	Dane
Brugger, Alma R.	Junior	One Yr. Prof.	Lake Geneva	Walworth
Bruhn, Betty A.	Junior	Commercial	Edgerton	Rock
Butterbrodt, Alida A.	Senior	Commercial	Beaver Dam	Dodge
Buxton, Salem L.	Junior	Commercial	Spooner	Washburn
Cain, Marian	Senior	Primary	Elkhorn	Walworth
Cain, Valeria M.	Junior	Commercial	Elkhart Lake	Sheboygan
Caldwell, Donald A.	Senior	College	Whitewater	Walworth
Calvert, Blanche L.	Senior	Principal	Mystic, Ia.	
Cameron, McKinley	Junior	Commercial	Appleton	Outagamie
Campbell, Howard E.	Junior	Commercial	Cashton	Monroe
Channing, Grace	3rd Yr.	Five Year	Whitewater	Walworth
Claffey, Mary	3rd yr.	Five Year	Colgate	Washington
Clark, Bernice	Junior	Principal	Sauk City	Sauk
Clarke, Ruth	Junior	One Yr. Prof.	Edgerton	Dane
Clavohn, Ellen	Senior	Principal	Ridgway	Iowa
Clowes, Amy	Senior	Primary	Elkhorn	Walworth
Conn, Russell A.	Junior	Principal	Edgerton	Rock
Connors, Nellie G.	Junior	One Yr. Prof.	Edgerton, R. D.	Dane
Conroy, Sara B.	Junior	S. R. E.	Whitewater	Walworth
Constine, Edith	Senior	Commercial	Peshigo	Marinette
Cooley, L. Athena	Junior	Primary	Whitewater	Walworth
Coombe, Gladys	Junior	Primary	Elkhorn	Walworth
Cooper, Esther L.	3rd yr.	Five Year	Whitewater	Walworth
Cormany, Flora V.	Junior	Primary	Genoa Junction	Walworth
Costello, Theresa	Senior	Commercial	Fond du Lac	Fond du Lac
Coulter, Claude	Freshman	H. S. Com.	Whitewater	Walworth
Cox, Mildred	Senior	Primary	Whitewater	Walworth
Cox, Wilmah	Junior	Commercial	Augusta	Eau Claire
Crandall, Corinne	Senior	Primary	Milton Junction	Rock

Cresson, Philiar	Junior	Principal	Whitewater	Walworth
Croake, Harry	Junior	Principal	Albany	Green
Culver, Lloyd	Freshman	H. S. Com.	Whitewater	Walworth
Curtis, Wildon	Freshman	H. S. Com.	Sullivan	Jefferson
Cutter, Lorraine	Freshman	H. S. Com.	Whitewater	Walworth
Darby, Henrietta Eva	Junior	Primary	Wilmot	Kenosha
Davey, Kenneth	Senior	Commercial	Eau Claire	Eau Claire
Densmore, Janet	Senior	Primary	Beloit	Rock
De Rocher, Frances	Junior	Primary	Shullsburg	Lafayette
Desmond, John W.	Junior	Principal	Milwaukee	Milwaukee
Dickson, Grace	Junior	Commercial	Manitowoc	Manitowoc
Didriksen, Hilda D.	Senior	Commercial	Whitewater	Walworth
Dierfeld, Arnold H.	Special		Whitewater	Walworth
Dietrich, Mabel	Junior	Commercial	Rhineland	Oneida
Dietzel, Russell	Freshman	H. S. Com.	Whitewater	Walworth
Diggles, Eunice	Senior	Commercial	Hancock	Wausara
Dixon, Carrie I.	Senior	Principal	Brodhead	Green
Donahue, Paul	Special		Stoughton	Dane
Dorr, Marjorie K.	Junior	Commercial	Whitewater	Walworth
Dortland, Lloyd M.	Junior	Principal	Whitewater	Walworth
Draheim, Edna H.	Senior	Commercial	Neenah	Winnebago
Drake, Bertha	Junior	One Yr. Prof.	Edgerton	Rock
Drobnik, William	Junior	Commercial	Algoma	Kewaunee
Duffin, Lois H.	Junior	Primary	Whitewater	Walworth
Duncombe, Fred J.	Senior	Commercial	Whitewater	Walworth
Dutcher, Erma	Junior	Grammar	Whitewater	Walworth
Dutcher, Mary A.	Senior	Grammar	Whitewater	Walworth
Earle, Marian	Junior	Primary	Edgerton	Rock
Easton, Katherine	Junior	Commercial	Rhineland	Oneida
Ede, Kenneth L.	3rd yr.	Five Year	Whitewater	Walworth
Elliott, Alta	Senior	Primary	Eau Claire	Eau Claire
Elliott, Hazel B.	Junior	Primary	Whitewater	Walworth
Ely, Isabelle M.	3rd yr.	Five Year	Eagle	Waukesha
Engelbrechtsen, Ruth F.	Senior	Commercial	Whitewater	Walworth
Erickson, Henrietta	Junior	Principal	Whitewater	Walworth
Evans, Blanche	Junior	S. R. E.	Waukesha	Waukesha
Evans, Helen A.	Senior	Commercial	Racine	Racine
Farman, Hazel	Junior	High School	Edgerton	Rock
Farnham, Naomi I.	Junior	Grammar	Whitewater	Walworth
Fehly, Fred	Junior	Principal	Whitewater, R.D.	Rock
Fellows, Phebe May	Junior	S. R. E.	Lyons	Walworth
Ferguson, Della J.	Junior	Commercial	Crandon	Forest
Ferguson, Kathryn E.	Junior	Commercial	Plain	Sauk
Finster, Marguerite	Junior	Grammar	Delavan	Walworth
Flack, Adelaide	Junior	Grammar	Delavan	Walworth
Flanagan, M. Verne	Senior	Primary	Rockford, Ill.	
Forrester, Gertrude	Senior	Commercial	Whitewater	Walworth
Fosshage, Earl	Junior	Commercial	Mt. Horeb	Dane
Frechette, Lloyd	Junior	Commercial	Oconto	Oconto
Freeman, Inga J.	Junior	Primary	Black Earth	Dane
Frerk, Elsa	Junior	Grammar	Medford	Taylor
Fricker, Will H.	Senior	Commercial	Whitewater	Walworth
Fryer, Alma L.	Junior	Primary	Whitewater	Walworth
Fuller, Addison F.	3rd yr.	Five Year	Whitewater	Walworth
Fullum, Geraldine	2nd yr.	Five Year	Whitewater	Walworth
Garbutt, Forrest H.	Freshman	H. S. Com.	Whitewater	Walworth
Gehrand, Selma	Junior	One Yr. Prof.	Lyons	Walworth
Gelbach, Bessie	Junior	Principal	Albany	Green
Gesteland, Alma	Senior	Grammar	Janesville	Rock
Glaeden, Hattie	Senior	S. R. E.	Mt. Horeb	Dane



Godsell, Mike	Sophomore	H. S. Com.	Hales Corners	Milwaukee
Goodhue, Emma S.	3rd yr.	Five Year	Whitewater	Walworth
Grady, William M.	Junior	Principal	Oregon	Dane
Green, Belle	Senior	Commercial	Eagle	Waukesha
Greenman, Beulah C.	Senior	Primary	Milton Junction	Rock
Griffin, Grace F.	Junior	Commercial	Dodgeville	Iowa
Griffith, Dorothy H.	Junior	Primary	Whitewater	Walworth
Grinde, Hazel M.	Senior	Grammar	De Forest	Dane
Griswold, Leota F.	Senior	Commercial	Whitewater	Walworth
Gutschenritter, Rose	Senior	S. R. E.	Neosho	Dodge
Habermann, Julia A.	Junior	Commercial	Florence	Florence
Hachtel, Mabel	Senior	S. R. E.	Sullivan	Jefferson
Hahn, Mary E.	Junior	Primary	Brodhead	Green
Halverson, Esther	Senior	Primary	Stoughton	Dane
Hamilton, H. Oscar	3rd yr.	Five Year	Whitewater	Walworth
Hamilton, Laura M.	3rd yr.	Five Year	Whitewater	Walworth
Hanneman, Fred W.	Junior	Commercial	Wilmot	Kenosha
Hanson, Julian T.	Junior	Commercial	Cambridge	Dane
Hansen, Matilda	Senior	Grammar	Kenosha	Kenosha
Hardaker, Ruth	Junior	Grammar	Mukwonago	Waukesha
Harris, Blanche	Senior	Primary	Delavan	Walworth
Harris, Merle	Freshman	H. S. Com.	Whitewater	Walworth
Harrison, Dorothy B.	Senior	Principal	Whitewater	Walworth
Hart, Elizabeth C.	Senior	Grammar	Glidden	Ashland
Hatch, A. Elizabeth	Junior	Grammar	Spring Green	Sauk
Hatcher, Marcia E.	Junior	Commercial	Waupun	Dodge
Hawes, Harold	Sophomore	H. S. Com.	Whitewater	Walworth
Henry, Robert A.	Senior	Commercial	McFarland	Dane
Hevey, Florence N.	Junior	Primary	Ft. Atkinson	Jefferson
Hibbard, Myrtle	Junior	Commercial	Medford	Taylor
Hickey, Donald H.	2nd yr.	Five Year	Whitewater	Walworth
Hickey, Helen	Freshman	H. S. Com.	Whitewater	Walworth
Hickok, Fern V.	Junior	S. R. E.	Eagle	Walworth
Hinterthuer, Marguerite	Senior	Commercial	Neeah	Winnebago
Hinz, W. Otto	Junior	Commercial	Whitewater	Walworth
Hooper, Cora R.	Senior	Primary	Palmyra	Jefferson
Hopkins, Dorothy M.	Junior	Primary	Rockton, Ill.	
Horne, Gladys	Freshman	H. S. Com.	Whitewater	Walworth
Houston, Clarice R.	Junior	Primary	Rockton, Ill.	
Hoyt, Olive M.	Freshman	H. S. Com.	Whitewater	Walworth
Hughes, Kathryn H.	Junior	Primary	Poynette	Columbia
Hulce, Anna A.	2nd yr.	Five Year	Whitewater	Walworth
Hume, Clifford	Senior	Commercial	Fifield	Price
Humphrey, R. G.	Senior	Commercial	Mondovi	Buffalo
Hunder, Clara	Junior	Principal	Brodhead	Green
Ihlenfeld, Haney E.	Senior	Commercial	Algoma	Kewaunee
Impeccoven, Helena	Senior	Commercial	Amherst, S. Dak.	
Inman, Arthur	Freshman	H. S. Com.	Whitewater	Walworth
Jackson, Mae L.	Senior	Primary	Mukwonago	Waukesha
Jamieson, Junius W.	Special		Poynette	Columbia
Jargo, Lillian O.	Junior	Grammar	Deerfield	Dane
Jarrell, Anna G.	Junior	Commercial	Marinette	Marinette
Jeffers, Frances M.	Junior	Commercial	Lake Geneva	Walworth
Johnson, Myrtle	Junior	One Yr. Prof.	Cambridge	Jefferson
Johnson, Robert A.	Junior	Principal	Whitewater	Walworth
Jolley, Martha	2nd Yr.	Five Year	Whitewater	Walworth
Jolliffe, Viva	Junior	Primary	Whitewater	Walworth
Jordan, Katherine	Senior	Commercial	Lake Geneva	Walworth
Kachel, Marie	Senior	Primary	Whitewater	Walworth
Kaven, Nora	Junior	Commercial	Peshigo	Marinette

Keller, Harold W.	Senior	Commercial	Beaver Dam	Dodge
Keller, Ruth	3rd Yr.	Five Year	Whitewater	Walworth
Kelly, Rex T.	Senior	High School	Whitewater	Walworth
Kepple, Joseph F.	Senior	Commercial	Cadott	Chippewa
Kernan, Gladys	Junior	Commercial	Madison	Dane
Kidney, Nora L.	Senior	Grammar	Pardeeville	Columbia
Kildow, Florence M.	Freshman	H. S. Com.	Whitewater	Walworth
Kildow, Fred L.	3rd Yr.	Five Year	Whitewater	Walworth
Kildow, Grace I.	Senior	Grammar	Whitewater	Walworth
Kiley, Avita S.	3rd Yr.	Five Year	Colgate	Washington
Kiley, Mabel	2nd Yr.	Five Year	Colgate	Washington
Kimble, Gladys	2nd Yr.	Five Year	Milton Junction	Rock
King, Lillian	Junior	Commercial	Watertown	Jefferson
Kinney, Myrtle D.	2nd Yr.	Five Year	Whitewater	Walworth
Kinsman, Georgia	Senior	Primary	Whitewater	Walworth
Kivlin, Grace L.	Junior	Grammar	Brooklyn	Green
Klitzkie, Florence L.	Junior	Grammar	Ft Atkinson	Jefferson
Knilians, Edith H.	Senior	Grammar	Whitewater	Walworth
Koch, Louise M.	Senior	Commercial	Prairie du Sac	Sauk
Kollath, Alvin	Junior	Commercial	Mt. Horeb	Dane
Koser, Alvin F.	Senior	Commercial	Jefferson	Jefferson
Kriewald, Esther	Junior	Commercial	Merrill	Lincoln
Kumlien, Marion	Junior	Primary	Whitewater	Walworth
Kumlien, Ruth H.	Junior	Primary	Whitewater	Walworth
Kurth, Mildred	Junior	Grammar	Barneveld	Iowa
Kutz, Russell M.	Senior	Principal	Cambridge	Dane
Lacey, Rose M.	Senior	Grammar	South Wayne	Lafayette
Lackey, Marjory M.	Junior	One Yr. Prof.	East Troy	Walworth
Lake, Grace J.	Junior	Primary	Brodhead	Green
Lang, Clara A.	Senior	Primary	Delevan	Walworth
Langdon, Helen	Senior	Grammar	Whitewater	Walworth
Larkin, Clark	2nd Yr.	Five Year	Whitewater	Walworth
Larkin, James H.	Senior	Principal	Whitewater, R.D.	Jefferson
Larkin, Jennie T.	Senior	S. R. E.	Darien	Walworth
Larkin, John L.	Junior	Principal	Whitewater, R.D.	Jefferson
Larson, Esther E.	Senior	Commercial	Tracy, Minn	
Larson, Eva M.	Senior	Primary	Oconomowoc	Waukesha
Lean, Cora L.	Senior	Commercial	Dousman	Waukesha
Lean, Margaret H.	2nd Yr.	Five Year	Whitewater	Walworth
Lee, Morton A.	Junior	Commercial	Stoughton	Dane
Lee, Ruth N.	Junior	Primary	De Forest	Dane
Leishman, Irwin	Junior	Principal	Whitewater	Walworth
Leist, Edward	Freshman	H. S. Com.	Whitewater	Walworth
Lemke, Arthur	Junior	Commercial	Cadott	Chippewa
Lenz, Florence	Junior	One Yr. Prof.	Reeseville	Dodge
Leschinsky, Nora A.	Senior	S. R. E.	Jefferson	Jefferson
Lewis, Winifred M.	Junior	Grammar	Whitewater	Walworth
Lilley, Ruth P.	Junior	Primary	Kenosha	Kenosha
Linde, Valborg M.	Senior	S. R. E.	Cambridge	Dane
Loomer, Cordelia M.	Junior	Commercial	Whitewater	Walworth
Ludtke, Elmer	Junior	Commercial	Whitewater	Walworth
Lugg, J. Henry	Mid. Yr.	High School	Whitewater	Walworth
Luttman, Irving	Junior	Commercial	Watertown	Jefferson
McCabe, Ivan L.	Junior	Commercial	Walworth	Walworth
McCarthy, Nora	Senior	Grammar	Edgerton	Rock
McCormick, Helen M.	Senior	Primary	Watertown	Jefferson
McCune, Marie M.	Senior	Primary	Whitewater	Walworth
McDonald, A. Loretta	Junior	Commercial	Wittenberg	Shawano
McDonald, Archie J.	Junior	Commercial	Whitewater	Walworth
McDonald, Lawrence	2nd Yr.	Five Year	Whitewater	Walworth

McIlree, Annette	Freshman	H. S. Com.	Whitewater	Walworth
McLay, Grace C.	Senior	Grammar	Janesville	Rock
Magoon, Herbert	Junior	Principal	Whitewater	Walworth
Malick, Willevene H.	Junior	High School	Janesville	Rock
Malone, Cyril	Sophomore	H. S. Com.	Whitewater	Walworth
Malone, Teresa	2nd Yr.	Five Year	Milton	Rock
Marheine, Gertrude	Junior	Commercial	Oshkosh	Winnebago
Marsh, Ora	Senior	Grammar	Palmyra	Jefferson
Maryott, Viola M.	Senior	S. R. E.	Milton Junction	Rock
Meisner, Hilda	Junior	Commercial	Wittenberg	Shawano
Meldeen, John	Junior	Commercial	Palmyra	Jefferson
Merten, Elda	Senior	Primary	Whitewater	Walworth
Metcalf, George E.	Junior	Principal	Highland	Iowa
Meyer, Elmer E.	Junior	Commercial	Spooner	Washington
Mickle, Daisy M.	Junior	Commercial	Trevor	Kenosha
Milbrandt, Ruth V.	Junior	High School	Brooklyn	Green
Milem, Mabel O.	Senior	Principal	Monroe	Green
Miles, Beth	Junior	One Yr. Prof.	Evansville	Rock
Miles, Ruth L.	Junior	One Yr. Prof.	Evansville	Rock
Millenbah, Cleo	Junior	Commercial	Gleason	Lincoln
Miller, Adelaide	Senior	Grammar	Madison	Dane
Miller, Pearl G.	Junior	Commercial	Columbus	Columbia
Miller, Russell H.	3rd Yr.	Five Year	Whitewater	Walworth
Mills, Rachel E.	Senior	High School	Lake Mills	Jefferson
Mitchell, Arthur J.	Senior	Commercial	Argyle	Lafayette
Mitchell, Loren C.	Junior	Commercial	Marathon	Marathon
Mohr, Alvina M.	Junior	Commercial	Augusta	Eau Claire
Mohr, Emelyn I.	Junior	Grammar	Augusta	Eau Claire
Moriarty, Annie	Junior	Grammar	Milton Junction	Rock
Mueller, Eleanor	Senior	Commercial	Sheboygan	Sheboygan
Mullins, Nell	Senior	Commercial	Delavan	Walworth
Mumm, Gladys B.	Junior	Commercial	Ft. Atkinson	Jefferson
Murnen, Frank J.	3rd Yr.	Five Year	Richland Center	Richland
Murphy, Bessie A.	Junior	One Yr. Prof.	Wilmot	Kenosha
Murphy, Dorothy G.	Junior	Primary	Brodhead	Green
Murphy, Myrtle	Junior	S. R. E.	Calhoun	Waukesha
Myhrstrom, Elvira W.	Senior	Commercial	Peshtigo	Marinette
Nash, Millie E.	Senior	Primary	Walworth	Walworth
Neis, Ruth	Senior	Principal	Jefferson	Jefferson
Nelson, Florence E.	Junior	Grammar	Kenosha	Kenosha
Nelson, Gladys H.	Junior	Commercial	Fond du Lac	Fond du Lac
Nelson, Olga A.	Senior	Commercial	Preston, Minn.	
Neu, Frank J.	Senior	Commercial	Prairie du Sac	Sauk
Nevins, Rhoda	Junior	Primary	Osseo	Trempealeau
Nichols, George A.	Junior	Commercial	Chicago, Ill.	
Nohelty, Sarah W.	Junior	Principal	Lake Geneva	Walworth
Nolan, Mary C.	Junior	Commercial	Merrill	Lincoln
Noltner, Margaret I.	Senior	Commercial	Grand Rapids	Wood
Nygaard, Ruth A.	Junior	Primary	Forestville	Door
Oates, Caryl	Junior	Commercial	Baraboo	Sauk
O'Brien, Anna K.	Junior	Commercial	Whitewater	Walworth
Olsen, Dorothe M.	Senior	Primary	Blanchardville	Lafayette
Oleson, Frances	Junior	Grammar	Palmyra	Jefferson
Olsen, Irene	Junior	Primary	Whitewater	Walworth
O'Neill, Josephine	Junior	Commercial	Merrill	Lincoln
O'Neill, Percy	Junior	Commercial	Whitewater	Walworth
Onsgard, Mabel S.	Junior	Primary	Orfordville	Rock
Partridge, Leslie	Senior	Commercial	Albany	Green
Patterson, Susie	Junior	S. R. E.	Sauk City	Sauk
Patterson, Winifred	Junior	Primary	Stoughton	Dane

Pemberton, Ina S.	Senior	Commercial	Whitewater	Walworth
Pennefeather, Florence	Senior	Commercial	Kenosha	Kenosha
Peterson, Clara	Senior	Primary	Brooklyn	Green
Peterson, Harold A.	Freshman	H. S. Com.	Whitewater	Walworth
Peterson, Ira L.	2nd Yr.	Five Year	Whitewater	Walworth
Phillips, Myrtel C.	Junior	One Yr. Prof.	Edgerton	Rock
Pieplow, Grace A.	Junior	Grammar	Elkhorn	Walworth
Porterfield, Edith	Junior	Commercial	Oconto	Oconto
Pritchard, Herbert	Senior	Commercial	Randolph	Dodge
Prout, Richard J.	Freshman	H. S. Com.	Whitewater	Walworth
Puerner, Hazel E.	Senior	Principal	Ft. Atkinson	Jefferson
Radke, Myra	Junior	Primary	Lake Mills	Jefferson
Raleigh, Marion K.	Junior	Commercial	Chilton	Calumet
Ramstead, Nellie	Junior	Commercial	Eau Claire	Eau Claire
Randall, Louise M.	Junior	Commercial	Osseo	Eau Claire
Randall, Phyllis	Junior	Grammar	Osseo	Eau Claire
Ray, Viola A.	Junior	S. R. E.	Madison	Dane
Reidenbach, Lillian C.	Junior	Grammar	Kenosha	Kenosha
Reinert, Clara M.	Junior	Primary	Lake Geneva	Walworth
Reinhardt, Cecile E.	Senior	Principal	Jefferson	Jefferson
Reitan, Norman	3rd Yr.	Five Year	Bonduel	Shawano
Ridge, Merton	Senior	Commercial	Whitewater	Walworth
Ridge, Neva	3rd Yr.	Five Year	Whitewater	Walworth
Ridge, Theron H.	3rd Yr.	Five Year	Whitewater	Walworth
Riordan, Helen B.	Junior	Commercial	Hayward	Sawyer
Rittenburg, Florence L.	Junior	Primary	Whitewater	Walworth
Robbins, Claretta E.	Junior	Primary	Ft. Atkinson	Jefferson
Roberts, Arthur G.	Junior	Commercial	Fond du Lac	Fond du Lac
Roberts, Vivian S.	Junior	Primary	Ft. Atkinson	Jefferson
Rockteacher, Elizabeth	Senior	S. R. E.	Eagle	Waukesha
Rockteacher, Mary F.	Senior	S. R. E.	Eagle	Waukesha
Roesler, Grace M.	Junior	Grammar	Fall Creek	Eau Claire
Rohde, Walter	Junior	Commercial	Whitewater	Walworth
Rood, Marion	Junior	Primary	Whitewater	Walworth
Rumage, Lisle M.	Freshman	H. S. Com.	Beloit	Rock
Rumage, Lois D.	Senior	Commercial	Brodhead	Rock
Rumage, Merle C.	2nd Yr.	Five Year	Beloit	Rock
Ryan, Francis J.	Senior	Principal	Argyle	Green
Ryan, Geraldine	Junior	Grammar	Argyle	Lafayette
Sahli, Herbert	Freshman	H. S. Com.	Whitewater	Walworth
Saltz, Beatrice	Senior	Commercial	La Crosse	La Crosse
Sanders, Celia O.	Senior	S. R. E.	Mt. Horeb	Dane
Saunders, M. Ruth	2nd Yr.	Five Year	Whitewater	Walworth
Savee, Norman S.	Senior	Commercial	Whitewater	Walworth
Saxton, Ray	Junior	Principal	Whitewater	Walworth
Schaenzer, Eleanor	Senior	S. R. E.	Menomonee Falls	Waukesha
Schattschneider, Meta	Junior	Primary	De Forest	Dane
Schlueter, Olga	Junior	Commercial	Milwaukee	Milwaukee
Schmidter, Lulu M.	Junior	One Yr. Prof.	Honey Creek	Walworth
Scholl, Lulu	Senior	Primary	Whitewater	Walworth
Schroeder, Mary E.	Junior	Commercial	Horicon	Dodge
Schuler, Ina F.	Junior	Commercial	Monticello	Green
Schuler, F. Wm.	Mid. Yr.	High School	Monticello	Green
Serl, Lura G.	Senior	Primary	Avalon	Rock
Severson, Conrad E.	2nd Yr.	Five Year	Forestville	Door
Seward, Mary Alice	Junior	Primary	Jefferson	Jefferson
Shephard, Madge	Senior	Primary	Rockford, Ill.	
Shock, Wakefield	2nd Yr.	Five Year	Whitewater, R.D.	Rock
Siegmán, Lu	Junior	Commercial	Whitewater	Walworth
Sievert, Milda M.	Junior	Commercial	Ft. Atkinson	Jefferson



Vogts, Hazel M.	Junior	One Yr. Prof.	Waunakee	Dane
Siggelkow, Russell	Junior	Principal	McFarland	Rock
Silverthorn, Mattie	Junior	Primary	Footville	Walworth
Sim, Meta	Junior	Grammar	Williams Bay	Waukesha
Simon, Hattie M.	Junior	Grammar	Calhoun	Dane
Skindrud, Agnes	Senior	S. R. E.	Klevenville	Dane
Skindrud, Esther	Junior	Commercial	Klevenville	Dane
Slagg, Bonniel	Junior	Primary	Cambridge	Jefferson
Slagg, Venice E.	Junior	Primary	Ft. Atkinson	Walworth
Smith, Gerald F.	Junior	Commercial	Whitewater	
Snudden, Florence M.	Junior	Primary	Hebron, Ill.	Sauk
Steidtmann, Waldo E.	Junior	One Yr. Prof.	Sauk City	
Stephens, Hattie	3rd Yr.	Five Year	Mansfield, S. D.	Dane
Stephenson, Avis	Junior	One Yr. Prof.	Middleton	Jefferson
Stiel, Ada E.	Senior	Commercial	Jefferson	Walworth
Stockland, Robert	Senior	High School	Whitewater	Sauk
Strobel, Minnie	Junior	Primary	Sauk City	Walworth
Stubbs, Agnes	Junior	High School	Elkhorn	Walworth
Sweno, Luella G.	Junior	S. R. E.	Whitewater	Dane
Swenson, Edith	Senior	Primary	Mt. Horeb	Rock
Swenson, Mildred V.	Junior	Primary	Edgerton	Lafayette
Symons, Hilda S.	Junior	Primary	Shullsburg	Eau Claire
Syverson, Minnie G.	Senior	Commercial	Eau Claire	Walworth
Taft, Florence E.	Junior	Grammar	Whitewater	Lincoln
Tarr, Lloyd E.	Junior	Commercial	Merrill	Walworth
Taylor, Willard	Sophomore	H. S. Com.	Whitewater	Dane
Teisberg, Alice	Junior	Commercial	Cottage Grove	Jefferson
Thomas, Grace M.	Senior	Primary	Palmyra	Iowa
Thompson, Agnes	Senior	S. R. E.	Barneveld	Walworth
Tidmarsh, Ruth M.	Senior	High School	Whitewater	Dane
Tierney, M. Eieleen	Junior	One Yr. Prof.	Waukeee	Walworth
Tilden, Harry R.	Sophomore	H. S. Com.	Whitewater	Buffalo
Trowbridge, Earl E.	Senior	Commercial	Mondovi	Lafayette
Ula, Alma T.	Senior	Primary	Blanchardville	Dane
Urness, Selma	Junior	Primary	Black Earth	Walworth
Utter, Clarence C.	3rd Yr.	Five Year	Whitewater	Walworth
Utter, Irene E.	2nd Yr.	Five Year	Whitewater	Walworth
Van Duser, Florence	Junior	Primary	Whitewater	Walworth
Vaughn, Albert J.	Junior	Commercial	Whitewater	Dane
Voss, Alice	Senior	Primary	Elkhorn	Walworth
Wagner, Frank J.	Senior	Principal	Valders	Manitowoc
Wagner, Henry H.	Junior	Commercial	Bloomville	Lincoln
Waite, Jessie A.	Junior	Primary	Brooklyn	Green
Waite, Laura	3rd Yr.	Five Year	Delavan	Walworth
Wall, Morris E.	Junior	S. R. E.	Verona	Dane
Wallschlaeger, Blanche	Senior	Commercial	Manitowoc	Manitowoc
Ward, Alice	Senior	Commercial	Whitewater	Walworth
Warner, Eugene E.	2nd Yr.	Five Year	Whitewater	Walworth
Warner, Stanley C.	Freshman	H. S. Com.	Whitewater	Walworth
Warren, Pearl G.	Junior	Commercial	Sabetha, Kan.	
Watson, Ernest	2nd Yr.	Five Year	Whitewater	Walworth
Watson, Goodwin B.	Senior	Principal	Whitewater	Walworth
Weaver, Ethel	Freshman	H. S. Com.	Whitewater	Walworth
Weaver, Guy	Sophomore	H. S. Com.	Whitewater	Walworth
Weaver, Hazel M.	3rd Yr.	Five Year	Whitewater	Walworth
Wegner, Estelle	2nd Yr.	Five Year	Whitewater	Walworth
Weinhoff, John F.	Junior	Principal	Hales Corners	Milwaukee
Weinman, Regina	Senior	Commercial	Neenah	Winnebago
Welch, Verna	Junior	Commercial	Grand Rapids	Wood
Wenner, Catherine H.	Junior	Commercial	Dodgeville	Iowa

West, Elizabeth	Junior	Grammar	Elkhorn	Walworth
Wetmore, Beatrice	3rd Yr.	Five Year	Elkhorn	Walworth
Wheat, Ermina	Senior	Primary	Whitewater	Walworth
Wheeler, Grace H.	Senior	Primary	Beloit	Rock
White, Gladys G.	Junior	One Yr. Prof.	East Troy	Walworth
White, Mae E.	Junior	S. R. E.	Milton	Rock
White, Myrle I.	Junior	Commercial	Medford	Taylor
White, Nellie Rachel	Senior	Primary	Whitewater	Walworth
White, Nellie Ruth	Senior	Primary	Whitewater	Walworth
Whitmore, Mildred E.	Senior	Grammar	Lyons	Walworth
Whitty, Eliza	Senior	Commercial	Reedsburg	Sauk
Will, Esta W.	Junior	S. R. E.	Avalon	Rock
Willard, Amber M.	Senior	Grammar	Kilbourn	Columbia
Williams, Della	Senior	Principal	Ridgeway	Iowa
Williams, Evelyn	Junior	Grammar	Ridgeway	Iowa
Williams, Florence E.	Senior	Grammar	Genoa Jct.	Walworth
Williams, Maude E.	Junior	Commercial	Ullin, Ill.	
Willsey, M. Doris	Junior	Principal	De Forest	Dane
Wilson, Christine F.	Senior	Grammar	Lodi	Columbia
Winkleman, Esther	Junior	Primary	Whitewater	Walworth
Wolfe, Luella I.	Senior	Commercial	Chilton	Calumet
Worthington, Ruby C.	2nd Yr.	Five Year	Corliss	Racine
Yale, Inez	3rd Yr.	Five Year	Whitewater	Walworth
Yale, Martha D.	Junior	S. R. E.	Whitewater	Walworth
Yale, Murl	3rd Yr.	Five Year	Whitewater	Walworth
Yoder, Charlotte May	3rd Yr.	Five Year	Whitewater	Walworth
Yoder, Miriam	Mid. Yr.	High School	Whitewater	Walworth
Ziemer, Luella M.	Junior	Primary	New London	Waupaca

## Summary of Enrollment

## College Course:

	Men	Women	Total
Seniors -----	1		1
<b>Commercial Course:</b>			
<b>Commercial:</b>			
Seniors -----	16	31	47
Juniors -----	29	49	78
<b>Business:</b>			
High School Graduates -----	2	5	7
Not High School Graduates -----	3	6	9
<b>Three Year High School Course:</b>			
Seniors -----	2	2	4
Middle Year -----	2	1	3
Juniors -----		5	5
<b>Principal's Course:</b>			
Seniors -----	6	9	15
Juniors -----	16	7	23
<b>Grammar Course:</b>			
Seniors -----		19	19
Juniors -----		30	30
<b>Primary Course:</b>			
Seniors -----		37	37
Juniors -----		55	55
Third Year Students -----	11	16	27
Second Year Students -----	8	15	23
<b>School of Rural Education:</b>			
One Year Professional Course -----	1	19	20
Second Year Students -----		18	18
First Year Students -----	1	9	10

Commercial High School:		Men	Women	Total
Sophomores	-----	8		8
Freshman	-----	13	9	22
Special Students	-----	5		5
Total	-----	124	342	466

Summer School				
Total Enrollment	-----	27	148	175

Training School		Boys	Girls	Total
Eighth Grade	-----	14	12	26
Seventh Grade	-----	14	10	24
Sixth Grade	-----	17	7	24
Fifth Grade	-----	13	12	25
Fourth Grade	-----	12	13	25
Third Grade	-----	4	15	19
Second Grade	-----	10	15	25
First Grade	-----	15	9	24
Kindergarten	-----	7	10	17
Total	-----	106	103	209

Enrollment by Counties			
Ashland	1	Outagamie	1
Buffalo	2	Price	1
Calumet	2	Racine	3
Chippewa	2	Richland	1
Columbia	6	Rock	35
Dane	40	Sauk	12
Dodge	8	Sawyer	1
Door	2	Shawano	3
Eau Claire	12	Sheboygan	2
Florence	1	Taylor	3
Fond du Lac	3	Trempealeau	1
Forest	1	Vilas	1
Green	17	Walworth	175
Iowa	8	Washburn	1
Jefferson	31	Washington	4
Kenosha	9	Waukesha	16
Kewaunee	2	Waupaca	2
La Crosse	1	Waushara	1
Lafayette	10	Winnebago	5
Langlade	1	Wood	2
Lincoln	6	Other States	
Manitowoc	3	Illinois	7
Marathon	1	Iowa	1
Marinette	4	Kansas	1
Milwaukee	4	Minnesota	2
Monroe	2	South Dakota	2
Oconto	2		
Oneida	2	Total	466

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## SOME OF THE ATTRACTIVE COURSES OFFERED THIS SUMMER.

Begins June 12, Closes August 11.

### PRIMARY COURSE:

Reading, Language Arts, Primary Arithmetic, Primary Construction, Dramatization, Folk Dancing, Story-hour, etc.

Grace Potter

Edith Wood

Grace Baker

Anne Boyd

### GRAMMAR COURSE:

Arithmetic, Grammar, History, Commercial Geography, Drawing and Industrial Arts, Nature Study, Sanitation, etc.

Nettie C. Sayles

W. S. Watson

Carl T. Wise

C. M. Reinoehl

### PRINCIPALS' COURSE:

Supervision, Educational Tests, Psychology, Agriculture, Manual Training, Home Economics, etc.

C. R. Maxwell

G. A. Schmidt

Margaret Anguera

### COMMERCIAL COURSE:

Accounting, Commercial Arithmetic, Mental and Mechanical Computation, Advertising, Commercial Law, Penmanship, Typing, Shorthand, etc.

James C. Reed

Carl T. Wise

T. T. Goff

Willard M. Smith

Ida Burnett

### CERTIFICATE COURSE:

Algebra, Physics, English History, Theory of Teaching, American and English Literature, Physical Geography, etc. Elective double periods for six weeks.

W. S. Watson

Nettie C. Sayles

Willard M. Smith

### RURAL COURSE:

Rural Sociology, Agriculture, State Manual, etc.

G. A. Schmidt

C. M. Reinoehl

Helen Martin

### INDUSTRIAL ARTS:

Drawing, Craft, Home Economics, Manual Training.

Grace Baker

Margaret Anguera

G. A. Schmidt

The courses in drawing afford practice in pencil, crayon, water color, and blackboard sketching, Construction and craft classes will practice design in connection with problems in stenciling, leather tooling, book binding, metal, basketry, weaving, paper and cardboard. Courses are arranged for specialization in primary, grammar, and rural school work, and are designed to meet the needs of those who are actively engaged in teaching.

### PHYSICAL EDUCATION:

Athletics, Games, Swimming, Camping, Tennis, Summer Pageant, etc.

W. E. Schreiber

Elizabeth Winslow

General Theory of physical education; playground methods; class work in gymnasium in both German and Swedish systems; practical course in athletic coaching: swimming, one period per day for men and two for women; thorough course in plays and games adapted to graded schools.

For further information concerning the summer school address Pres. A. H. Yoder or C. R. Maxwell, Principal of Summer School, White-water, Wisconsin.